

LEAGUE ACADEMY OF COMMUNICATION ARTS

Greenville County Schools

"Challenge – Create – Communicate!"

LEAGUE ACADEMY OF COMMUNICATION ARTS

SCHOOL PORTFOLIO

2008-2013



"CHALLENGE - CREATE - COMMUNICATE!"

League Academy of Communication Arts

Greenville County Schools

Schools to Watch[®]

Middle Grades 6-8

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INTRODUCTION

League Academy of Communication Arts is a magnet middle school with grades six through eight. Originally built in 1965, it is a public school located in a downtown setting, with a current enrollment of approximately 792 students, 3 administrators and 48 teachers: 5 of whom teach special education (2 are half time), 14 of whom teach related arts courses (2 are part time), one of whom teaches English to speakers of other languages (ESOL), a career development specialist, 2 counselors, a magnet coordinator, a reading intervention teacher and an instructional coach. It is one of 18 middle schools in the Greenville County School District. Our school has been in its new facility for a year and a half and currently consists of 39 academic classrooms, a media center, a business computer lab, a multimedia video production computer lab, a gymnasium with exercise room and athletic fields, a dance studio, an art studio, a chorus room, a drama studio, band and strings rooms with practice studios, an exploratory life skills lab, a cafeteria, an auditorium, and administrative as well as guidance offices.

League Academy of Communication Arts is located in a quiet neighborhood within the Greenville city limits. For over 40 years, it has won state and national awards for both excellence in education and outstanding accomplishments. It evolved from League Junior High School to League Middle School, and in 1995, to the present League Academy of Communication Arts. In League's history, our school has been recognized as a National Blue Ribbon School, a Palmetto's Finest, a Red Carpet School, a Palmetto Silver Award winner, and most recently, this year, was named a National School to Watch. By combining a rigorous academic program with a strong arts education component, our school provides a quality, well-rounded education for all students in grades six through eight. Our school community reflects a positive working relationship enabling League to achieve the National PTA Parent Involvement School of Excellence Certification.

The Select Schools Program in Greenville County was designed to revitalize urban schools that had begun to show a decline in enrollment due to demographic

changes in the community. League was approved to be a Communication Arts Magnet by the School Board in 1995. This allowed League additional magnet funding from the District, which provides for three full time teaching positions and a magnet coordinator devoted to our communication arts focus. League's communication arts program provides students the opportunity to explore many art forms and to learn at least one art form well through advanced course offerings. Students can select introductory and advanced studies in drama, dance, band, strings, choral music and the visual arts. Additionally, students can select communication arts electives including computer technology, video production, creative writing, speech and debate, foreign language and journalism. Advanced courses require a portfolio or audition for students to be eligible for these year long classes. Grants and PTA funding provide additional monetary support for the magnet program.

The following information provides a snapshot of what is happening at League Academy. Teachers, staff members, parents, and community members have worked together examining many forms of data and analyzed their implications for student achievement. We have held spirited discussions about trends and strategies, root causes and improvements. We have discussed research and how we can use it to improve. We have asked difficult questions, and found some answers we liked, and some answers we have not liked. Looking at snapshots tells a story, and we are looking forward to adding more good chapters to the League Academy's story.

It is our intent to take these findings and recommendations and use our action plan in a concerted effort to help raise student achievement.

EXECUTIVE SUMMARY

League Academy is a beautiful state of the art educational facility for students as well as teachers. The teaching staff is caring, dedicated, and knowledgeable, and students come with the expectation that they will leave prepared to achieve in high school and beyond. In 2004, our principal was named "Outstanding Principal of the Year" at the district's Salute to Education Banquet, and in 2005, our Magnet Coordinator was named "Outstanding Support Person of the Year." In 2007, the school district awarded an assistant principal the title of "Outstanding Assistant Principal of the Year" and named one of our teachers "Emerging Teacher of the Year." We are proud of these staff members' achievements and recognition by the district.

Parents send their students to League knowing that their children are receiving the best possible education that we can provide for them. With the excellent work that has been done to create and maintain the Magnet Program of Communication Arts, our program remains highly sought after by students and parents from across our district.

Our 2010 Annual Report Card Rating is Good (Absolute Rating) and Good (Growth Rating). This is an improvement from our 2009 Rating of Good and Average Ratings. This indicates growth in our subgroups as required by NCLB, Adequate Yearly Progress (AYP). For the 2010 school year, we made AYP for the first time. We are very proud of these improvements. Each year we focus on needs of each subgroup and how we can raise student achievement for all students.

Our PTA was awarded the National PTA Parent Involvement School of Excellence Certification for 2003-2004, and we continue to remain enthused about current parental involvement in the day-to-day activities of League Academy. We have received a "Focus on the Future" grant to involve parents in our career education program. Parents have been invited to come to the school and give "snapshots" of

their careers to our advisory classes. A Parent Career Resource Center was established and we have offered a number of programs to parents to provide them with information on career education topics.

Another grant (in 2007) allowed at-risk sixth grade students to work with Creative Writing students at the South Carolina Governor's School for the Arts and Humanities. For six weeks on Wednesday afternoons, they visited the Governor's School, where their GS student mentors worked with League Students to teach the craft of writing poetry and helped them produce two or three poems. The poems were published in a chapter book, and the students presented their poems for friends and family at a culminating celebration.

In 2000, the "Education Plan: Priorities for Performance," was initiated by the District. The Education Plan for the District has five goals: Goal 1 – Raise the academic challenge and performance of each student; Goal 2 – Ensure quality personnel in all positions; Goal 3 – Provide a school environment supportive of learning; Goal 4 – Effectively manage and further develop necessary financial resources; and Goal 5 – Improve public understanding and support of public schools. Many changes have been made at the district level to work toward meeting these goals, and League's goals have been aligned with the District goals.

Ms. Merry Cox, the current principal, was named in July of 2001 and is currently completing her tenth year at League. Our faculty experienced a moderate amount of attrition due to moves, transfers, retirements, family responsibilities, and illnesses. As a result of our magnet status and concerted focus on the communication arts, every attempt is made to hire new teachers who will help maintain our focus on the arts and high academic achievement. The staff has been included in the hiring process and participates in the interview process for teachers and administrators. We feel we have been successful in this endeavor.

One of the biggest changes at League has come from the Middle School Initiatives, which were a product of the Education Plan. This change is the move to small group teaming for students and teachers. League operated with grade level teams from 1995, the year that we became a magnet school, through 2002. The move in 2002 to small group teaming within each grade was a change for League. The research in Middle School education is clear on the advantages of small group teaming for middle school students, and we continue to work to improve teaming in order to help our students increase their achievement both academically and socially.

The number of magnet slots available for the 2011-12 school year is 64, which is lower than 88 in 2010-11. This is attributed to the increase in our home-based population. The number of students accepted in the magnet program adjusts with that population so that we do not become overcrowded. We had over 300 applications for the 64 slots. Our student population has a range of approximately 37% poverty to about 32% gifted and talented. Without our Magnet population, League would likely qualify for Title I status, a fact that comes as a surprise to most people. We have the wonderful opportunity to combine these different groups of students together within the same school. This opportunity also creates unique challenges. Moving all of our students forward in their achievement level is especially challenging when you have some at the both ends of the achievement spectrum. This is a challenge for our faculty and staff as we strive to reach our AYP goals and improve student achievement. As the staff works on our school improvement plan, we are working to identify strategies that will help all of our students improve. We are using the MAP data to help us identify areas of need as well.

While our new building is beautiful with its state of the art amenities, we are in the process of making it uniquely ours and warming up its interior by adding color and student artwork throughout our hallways to create an environment conducive to teaching and learning. Administrative, faculty and parental volunteers recently painted bands of color in the upper arches of the school's main hall which provides

a pop of color to brighten the day of visitors as well as students, faculty, and staff and a large mural in the media center. A mural was added to the media center, and the art students add interesting touches to our walls and ceilings. There is currently a flock of beautiful birds flying down our hallway created by the art students.

A former construction eyesore on our campus became a source of community as well as school pride. Project Learning Tree, an open-air classroom in the front of the school is visible to all passers-by. Approximately three quarters of an acre in size, the garden, with few exceptions, is planted with native plants and trees, so that League students will be able to learn and identify this flora away from the school's property. Primary funding for the model garden was provided by the Urban and Community Forestry Grant Assistance Program administered through the S.C. Forestry Commission and funded by the USDA Forest Service with volunteer labor supplied by TreesGreenville. Many faculty members attended a seminar this summer to learn how to integrate learning using our new open-air classroom. These teachers are charged with using all aspects of the garden to enhance and reinforce classroom learning. We are excited about the many learning opportunities Project Learning Tree has afforded our students thus far this year and look forward to the many new learning experiences created as our garden grows and matures.

In 2010-2011 League was proud to have 7 teachers selected for SmartARTS. SmartARTS is a partnership between Greenville County Schools and the Metropolitan Arts Council that connects students, artists and teachers to deeper learning and self-awareness through integrating the arts with all areas of education. SmartARTS provides training and support for teachers and artists in the use of successful arts integration methods. This is League's third year of participation in SmartArts. The partnership is built on the collaboration between teacher and artist and is focused on becoming a model and resource for this innovative work that has brought academic and behavioral success for many undeserved students. SmartARTS began in Title 1 schools and now offers its programs to interested Elementary and Middle school teachers in Greenville County.

SmartARTS programs focus on standards-based arts integration and are designed

to meet the objectives of the No Child Left Behind Act and the school district's Arts Education Plan.

What can we do to improve the academic achievement of each student? We must continue to learn more about whom we teach. We must learn more about what we teach. We must continue to learn what makes students successful. We must work to prevent those things that keep them from learning. We must learn more about how they learn best and work to provide them with what they need. We must continue to learn more and better ways to integrate the arts into everything students do in a day. We must continue to improve how we teach – and what we know. We must continue to improve the cohesiveness of our staff. We must continue to work collaboratively with the parents in order for students to be successful. These are things that we must continue to do to provide our students with the things they deserve.

INFORMATION AND ANALYSIS

DISTRICT PROFILE

Greenville County Schools (GCS) is widely recognized as a leader in public education. Serving over 70,900 students, GCS is the largest public school system in South Carolina. According to the latest publication from the National Center of Education Statistics, GCS is the 54th largest school district in the nation. The area served by GCS covers over 800 square miles and includes almost all of Greenville County and portions of Laurens and Spartanburg Counties. The District facilities include 6 child development centers, 49 elementary schools, 18 middle schools, 14 high schools, 4 career centers, and 7 special focus centers. Among the elementary, middle, and high schools, 12 International Baccalaureate programs and 11 magnet academics operate, providing unique educational opportunities, including concentrations in foreign language, communication arts, pre-engineering, and science and technology.

GCS has 17 schools receiving federal funding from Title I. Title I funds allow schools to provide opportunities for children to acquire the knowledge and skills contained in the challenging state content standards. The GCS Title I program provides enriched and accelerated educational programs. These programs include school-wide programs that provide additional staffing, professional development, and parent involvement programs to help parents participate in the education of their children at home and at school.

GCS serves a culturally diverse population of students. The racial/ethnic make-up of students in GCS in 2009-2010 was 59.4% white, 26.0% African-American, 10.9% Hispanic, 2.6% Asian, and 0.3% Native American. Dedicated to meeting the educational needs of all students, GCS serves over 10,251 (14.4%) students with disabilities. Of those, over 7,955 are students with disabilities more severe than speech and an additional 2,296 are students with speech disabilities. Additionally, 14,176 (20.0%) GCS students participate in the District's gifted and talented

program. GCS also serves over 5,800 (8.2%) K-12 students who meet the state specifications for English for Speakers of Other Languages (ESOL).

GCS stresses the importance of daily attendance for all students and teachers. As reported in the 2009-2010 annual District Report Card, GCS had an average student attendance rate of 95.9% and a teacher attendance rate of 97.5%. The annual student dropout rate was 3.6%.

There are 5,074 teachers in the District; 63.5% hold Master's degrees or higher and 605 are National Board Certified. The average teacher salary in 2009-2010 was \$46,593.

Thirteen Greenville County schools have been named National Blue Ribbon Schools of Excellence. Over the last thirty years, 20 Greenville County schools have been designated Palmetto's Finest Schools, our state's highest honor for schools. In May 2010, 15 Greenville County schools were identified as Red Carpet Schools for their efforts to provide the highest level of customer service to their parents and school community. Forty-eight Greenville County schools have received the honor at least once. Twenty-nine schools are part of the PTA National Schools of Excellence, and 34 schools have been identified as Baldrige Model Schools. Additionally, GCS staff have garnered several prestigious state awards in the last year, including SC Teacher of the Year, SC Secondary Principal of the Year, and SC Superintendent of the Year. Finally, 88% of our 2010 graduates went on to pursue higher education and earned approximately \$82.7 million in academic scholarships, including 12 seniors who earned National Merit Scholarships.

In 2008-2009, Greenville County Schools earned National Accreditation from the AdvancED Accreditation Commission, recognizing GCS as a high quality school district and granting full accreditation to the school district and all of its schools.

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

GOAL AREA 1

AYP and Report Card Ratings

In 2010, the percentage of GCS schools that met AYP increased by 4.6 percentage points from 2009. Figure 1.1 displays the percentage of GCS schools that met AYP for the past five years. The percentage of elementary and middle schools that met AYP increased in 2010. No GCS high schools met AYP in 2010. While the district has not met AYP since 2004-2005, the number of objectives met has increased. The district met 29 out of 37 objectives (78.4%) in 2005-2006 and 2006-2007, 27 out of 37 objectives (73.0%) in 2007-2008, and 34 out of 37 objectives (92.0%) in 2008-2009 and 2009-2010.

Figure 1.1 AYP History in GCS

GCS All Schools*	No	Yes	Total	% Met
05-06	60	24	84	25.6%
06-07	58	26	84	31.0%
07-08	70	14	84	16.7%
08-09	49	37	86	43.0%
09-10	43	39	82	47.6%
Elementary				
05-06	28	20	48	41.7%
06-07	28	19	47	40.4%
07-08	39	8	47	17.0%
08-09	17	31	48	64.6%
09-10	13	35	48	72.9%
Middle				
05-06	17	0	17	0.0%
06-07	17	0	17	0.0%
07-08	17	0	17	0.0%
08-09	17	1	18	5.6%
09-10	15	3	18	16.7%

High				
05-06	14	0	14	0.0%
06-07	13	1	14	7.1%
07-08	13	1	14	7.1%
08-09	14	0	14	0.0%
09-10	14	0	14	0.0%

**GCS All Schools data include traditional schools and special centers. Career centers were included prior to 2010, when the SC Department of Education ceased calculation of AYP for career centers.*

For the last five years, the Absolute Rating for Greenville County Schools has remained at Average, while the Growth Rating has fluctuated between At-Risk in 2005-2006 to Average in 2009-2010. In 2008-2009, the district's Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. Figure 1.2 displays the Absolute and Growth Rating totals and percentages for GCS traditional schools, special centers, and career centers since 2005-2006. The last two years have seen increases in the number of schools earning an Absolute Rating of Good or Excellent.

Figure 1.2 Absolute and Growth Rating History in GCS

GCS DISTRICT RATINGS	2009-10				2008-09			
	ABSOLUTE NUMBER	ABSOLUTE PERCENT	GROWTH NUMBER	GROWTH PERCENT	ABSOLUTE NUMBER	ABSOLUTE PERCENT	GROWTH NUMBER	GROWTH PERCENT
Total Excellent	18	20.9%	19	22.1%	18	20.9%	10	11.6%
Total Good	24	27.9%	25	29.1%	15	17.4%	16	18.6%
Total Average	37	43.0%	32	37.2%	46	53.5%	45	52.3%
Total Below Average	6	7.0%	3	3.5%	4	4.7%	11	12.8%
Total At-Risk	1	1.2%	7	8.1%	3	3.5%	4	4.7%
Total	86		86		86		86	

GCS DISTRICT RATINGS	2007-08				2006-07			
	ABSOLUTE NUMBER	ABSOLUTE PERCENT	GROWTH NUMBER	GROWTH PERCENT	ABSOLUTE NUMBER	ABSOLUTE PERCENT	IMPROVE. NUMBER	IMPROVE. PERCENT
Total Excellent	8	9.5%	11	13.1%	7	8.4%	5	6.0%
Total Good	17	20.2%	12	14.3%	16	19.3%	8	9.6%
Total Average	34	40.5%	12	14.3%	35	42.2%	8	9.6%
Total Below Average	20	23.8%	29	34.5%	18	21.7%	24	28.9%
Total At-Risk	5	6.0%	20	23.8%	7	8.4%	38	45.8%
Total	84		84		83		83	

GCS DISTRICT RATINGS	2005-06			
	ABSOLUTE NUMBER	ABSOLUTE PERCENT	IMPROVE. NUMBER	IMPROVE. PERCENT
Total Excellent	12	14.6%	6	7.4%
Total Good	19	23.2%	13	16.0%
Total Average	28	34.1%	7	8.6%
Total Below Average	17	20.7%	16	19.8%
Total Unsatisfactory	6	7.3%	39	48.1%
Total	82		81	

Palmetto Assessment of State Standards Results

In spring 2009, South Carolina instituted the new Palmetto Assessment of State Standards (PASS) to replace the Palmetto Achievement Challenge Tests (PACT) in grades 3-8. The new state test includes five subject areas: writing, English language arts (reading and research), mathematics, science, and social studies. PASS scores are reported using three scoring levels: Not Met, Met, and Exemplary. Students scoring Met or Exemplary are considered to have met the state's academic standards.

In spring 2010, Greenville County Schools' students met or exceeded the state average on 26 of 30 tests on PASS.

Figure 1.3 displays the difference between GCS and SC PASS writing scores. GCS had more students scoring Met and Exemplary in grades 3, 5, 7, and 8 when compared to the state.

Figure 1.3 Percent Met and Exemplary on 2010 PASS Writing

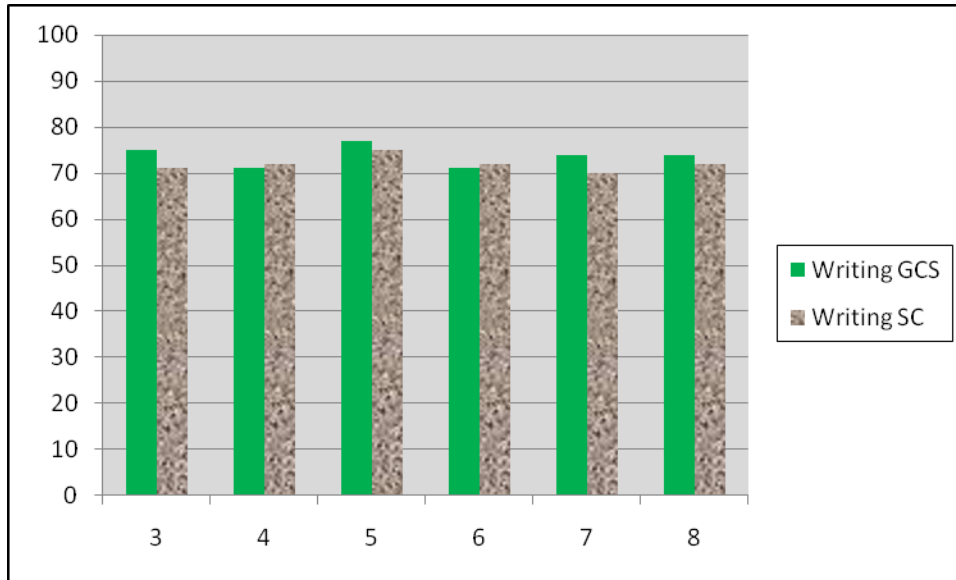


Figure 1.4 displays the difference between GCS and SC PASS ELA (Reading/Research) scores. GCS had more students scoring Met and Exemplary in grades 3, 4, 5 and 8 when compared to the state.

Figure 1.4 Percent Met and Exemplary on 2010 PASS ELA (Reading and Research)

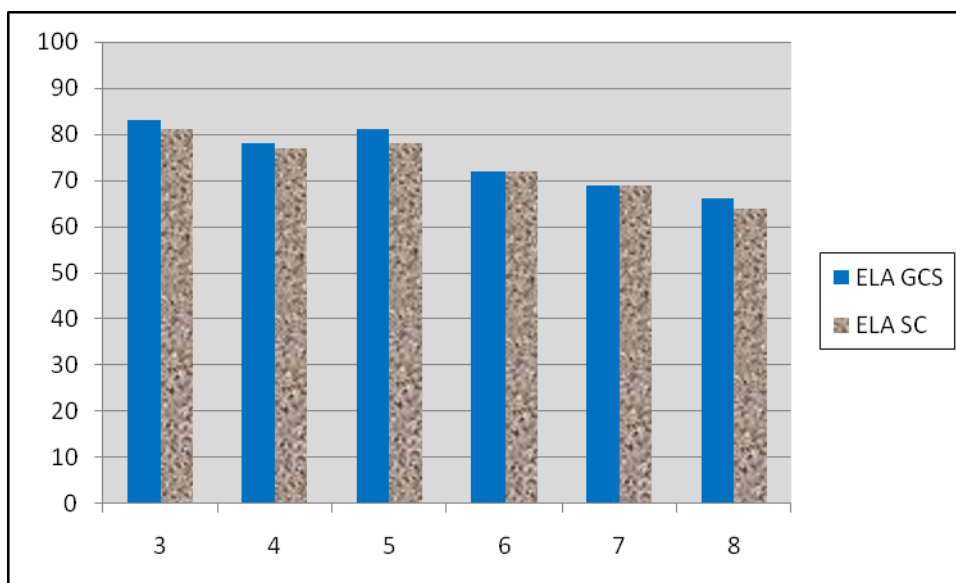


Figure 1.5 displays the difference between GCS and SC PASS math scores. GCS had more students scoring Met and Exemplary in grades 3, 4, 5 and 8 when compared to the state.

Figure 1.5 Percent Met and Exemplary on 2010 PASS Math

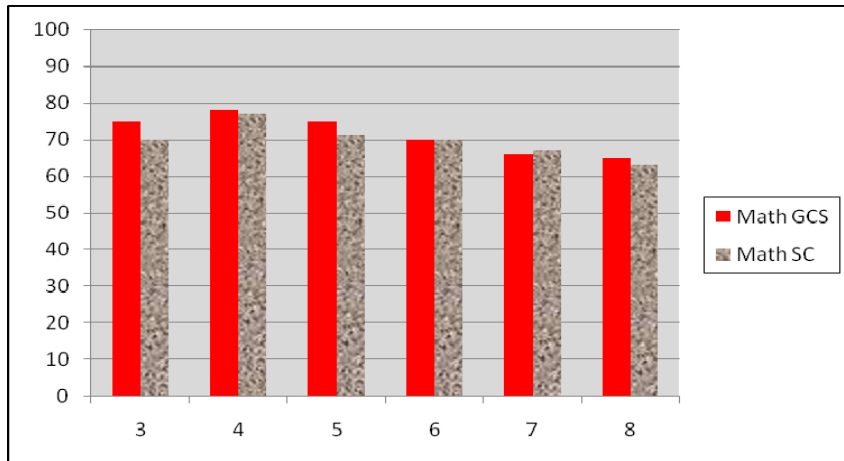


Figure 1.6 displays the difference between GCS and SC PASS science scores. GCS had more students scoring Met and Exemplary in grades 3, 4, 5, 6, and 8 when compared to the state.

Figure 1.6 Percent Met and Exemplary on 2010 PASS Science

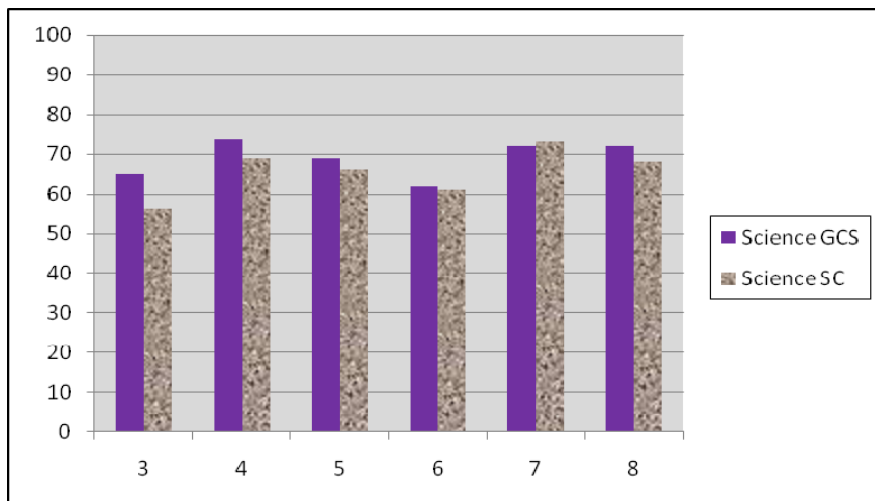
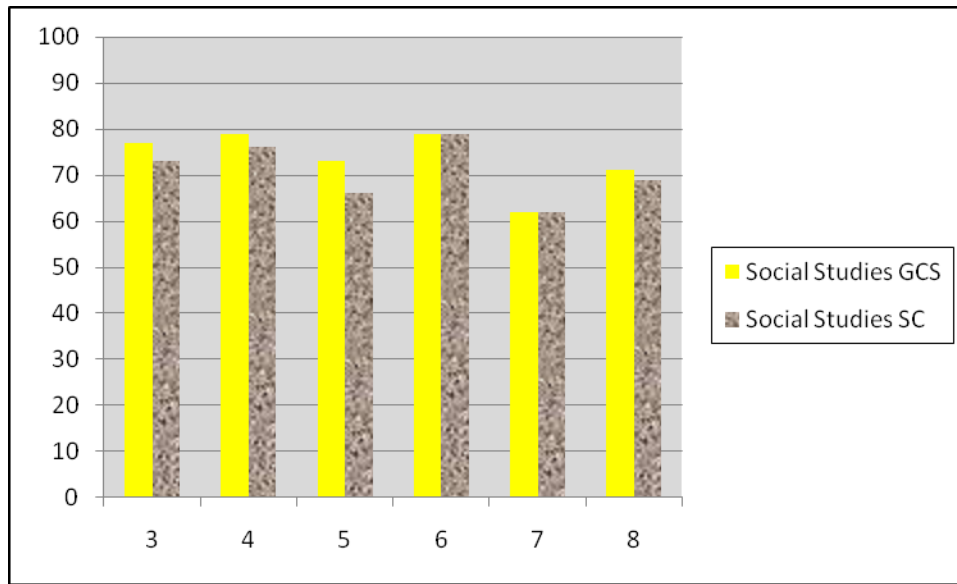


Figure 1.7 displays the difference between GCS and SC PASS social studies scores. GCS had more students scoring Met and Exemplary in grades 3, 4, 5, and 8 when compared to the state.

Figure 1.7 Percent Met and Exemplary on 2010 PASS Social Studies



Measures of Academic Progress (MAP)

Since 2005-2006, an additional resource for assessment in Greenville County has been used, the Measures of Academic Progress (MAP) test. This computerized system of testing is administered two to three times a year in every elementary and middle school and in certain high schools in reading and mathematics, and two optional subjects, language usage and science. MAP correlates with national and state curriculum and standards, and is nationally norm-referenced. The difficulty of each test adjusts to each individual student's performance, meaning if a student answers a question correctly, the next question will be more difficult and vice-versa. After a student completes a test, the program reports the student's equal-interval RIT score. Unlike the PASS and other standardized tests, MAP reports provide a snapshot of student achievement at intervals throughout the school year. MAP results are regularly being used in the schools as one of several data sources for curriculum decisions, student placement, and parent conferences, but not for

district level accountability. As MAP testing continues, the results will increasingly be used to help assess students' academic achievement and in district planning.

High School Assessment Results

End-of-Course Exam Program

End-of-Course exams are administered at the end of English I and Algebra I courses in middle schools and high schools and at the end of physical science and U.S. History and the Constitution courses in high schools. EOCEP passage rates have increased in all subject areas over the last five years. Figures 1.8-1.11 display the number of students tested, the percentage passing (scores A-D), and the mean scale score for each subject from 2005-2006 to 2009-2010.

Middle school students' and high school students' English I EOCEP passage rates have increased over the last five years from 74.2% in 2005-2006 to 78.4% in 2009-2010.

Figure 1.8 5-Year English I EOCEP Performance

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Number Tested	5314	5534	5730	5561	5692
% Passing	74.2	63.9	69.4	71.9	78.4
Mean Scale Score	78.0	75.8	77.2	76.9	78.9

Middle school students' and high school students' Algebra I EOCEP passage rates have increased over the last five years from 79.6% in 2005-2006 to 83.8% in 2009-2010.

Figure 1.9 5-Year Algebra I EOCEP Performance

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Number Tested	5563	5752	5561	6082	5739
% Passing	79.6	82.6	80.4	76.9	83.8
Mean Scale Score	79.0	79.3	79.9	79.1	81.8

The Physical Science EOCEP passage rates (high schools only) have increased over the last five years from 56.3% in 2005-2006 to 68.8% in 2009-2010.

Figure 1.10 5-Year Physical Science EOCEP Performance

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Number Tested	5119	4933	5105	5473	5558
% Passing	56.3	54.2	62.0	61.4	68.8
Mean Scale Score	72.1	72.1	74.2	74.6	77.6

In 2008-2009, the US History and the Constitution EOCEP results (high school only) were reported for the first time. In the second year of administration, the passage rate for GCS students increased from 54.0% in 2008-2009 to 56.2% in 2009-2010.

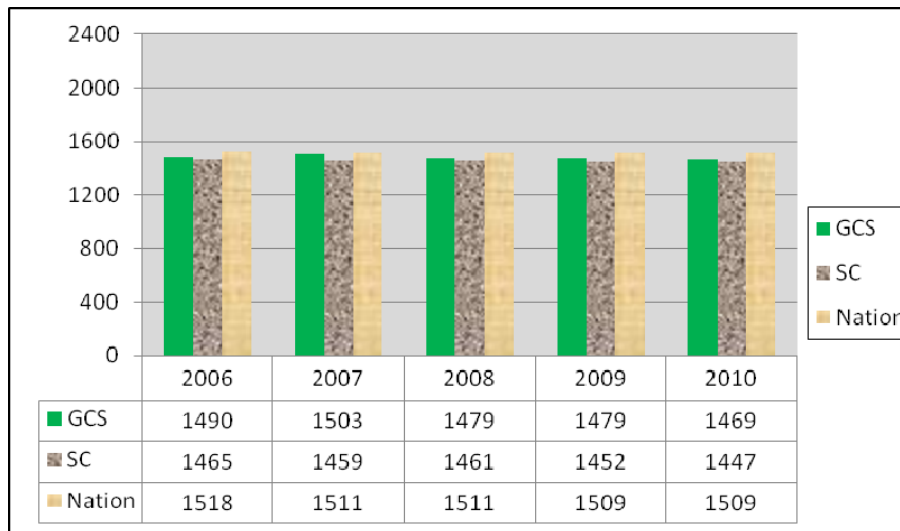
Figure 1.11 2-Year U.S. History and the Constitution EOCEP Performance

	2008-2009	2009-2010
Number Tested	4702	4761
% Passing	54.0	56.2
Mean Scale Score	71.9	72.2

SAT

GCS high school students have continued to maintain SAT scores that are higher than the South Carolina state average for reading, math, and composite scores. In GCS, the average composite score on the SAT decreased from 1479 in 2009 to 1469 in 2010. Fifty-six percent (2,550) of the 2009-2010 GCS seniors took the SAT at least once in high school. The average critical reading score was 494, the average writing score was 476, and the average math score was 599. Figure 1.12 displays the SAT composite score results from the past five years. GCS composite scores have remained higher than the average SC score and slightly behind the average national score.

Figure 1.12 Five Year SAT Composite Scores of GCS, SC, and the Nation

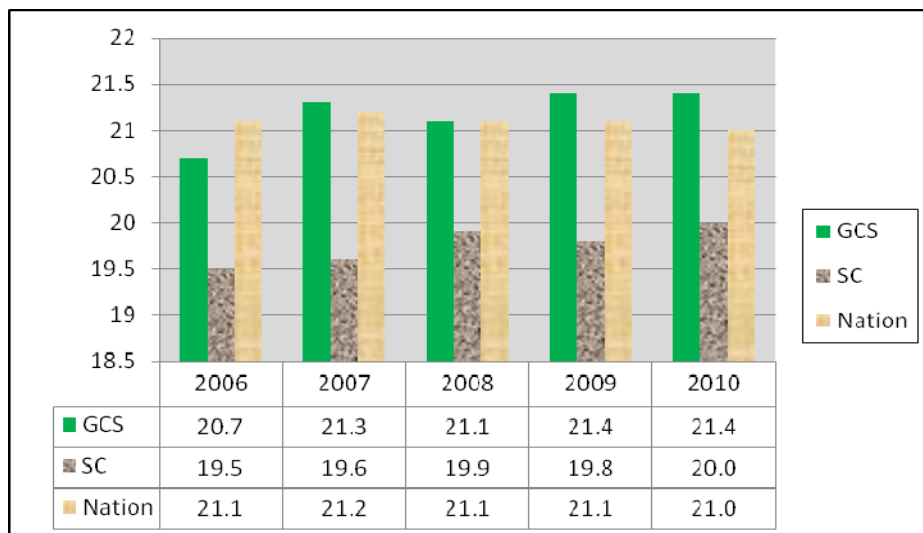


Note: Composite scores for SC and the nation include private and home school students.

ACT

The number of GCS students who take the ACT, another college entrance exam, continues to rise every year. The composite score in GCS remained steady at 21.4 from 2009 to 2010. In 2010, GCS students outperformed students in SC and the nation in ACT subtests: English (20.9), math (21.2), reading (21.6), and science (21.2). Over the last five years, GCS students' composite ACT scores have been at or above the state and national averages. Figure 1.13 displays the ACT composite score results over the past five years in GCS, SC, and the nation.

Figure 1.13 Five Year ACT Composite Scores of GCS, SC, and the Nation



Note: Composite scores for SC and the nation include private and home school students.

Advanced Placement Exams

The number of Advanced Placement (AP) exams administered increased from 2009 to 2010, while the percentage of AP exams with a score 3 or higher remained constant. Figure 1.14 displays the total number of AP exams taken, as well as the percent with a score of 3 or higher.

Figure 1.14 Number of AP Exams and Percent Scoring 3-5 in GCS

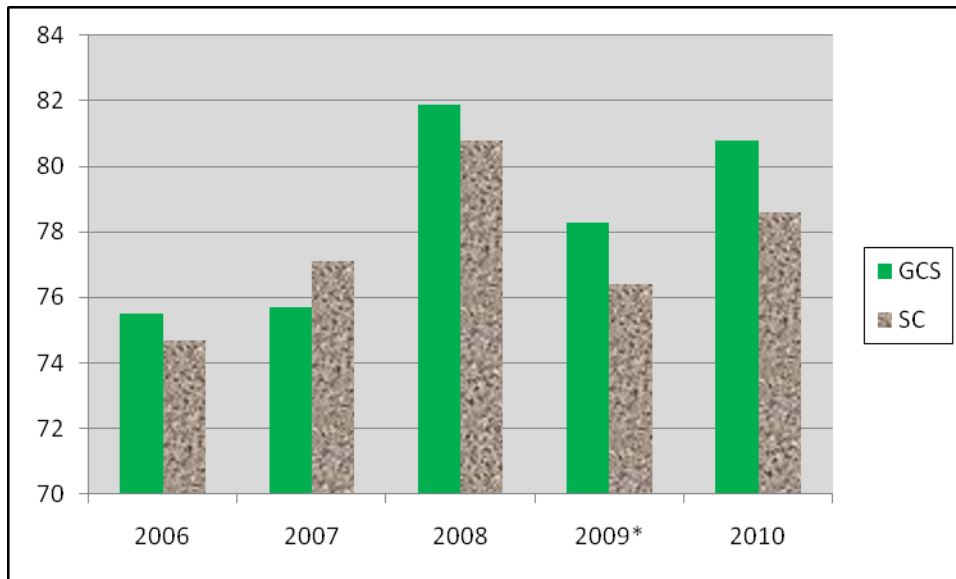
Year	# Exams	% 3-5 Scores
2006	4,568	48%
2007	4,943	51%
2008	4,457	51%
2009	4,311	57%
2010	4,838	57%

High School Assessment Program

South Carolina students take participate in the High School Assessment Program (HSAP) in their second year in high school and must pass both the ELA and math portions in order to receive a state high school diploma. HSAP scores are reported

using four scoring levels: Level 1, Level 2, Level 3, and Level 4. A score of Level 2 is considered passing. The last five years of data for HSAP are shown in Figure 1.15. Over the last several years, GCS first attempt HSAP passage rates have remained above the state's passage rates.

Figure 1.15 Percent of Students Passing Both Sections of HSAP on 1st Attempt



Note: The SC Dept. of Education began reporting scores for all students tested in 2009.

The Achievement Gap

The achievement gap for students receiving free or reduced-priced meals and students paying full-price for meals must continue to be a high priority need for improvement in Greenville County Schools.

Figure 1.16 displays the difference in PASS scores in 2009 and 2010 between students paying full price for meals and students receiving free or reduced-priced meals (FARM). The gap between full-pay and FARM students exists in all subjects and has not significantly decreased over the last two years. The gap for all subjects ranged from 22.5% to 25.7% in 2010.

Figure 1.16 % of Students by Lunch Status Scoring Met and Exemplary on PASS

	ELA		Math		Science		Social Studies	
	2009	2010	2009	2010	2009	2010	2009	2010
FARMS	61.2	63.1	57.5	58.9	55.9	56.7	62.3	61.1
Full-Pay	85.0	86.3	81.8	83.0	80.9	82.4	83.8	83.6
<i>Difference</i>	<i>23.8</i>	<i>23.2</i>	<i>24.4</i>	<i>24.0</i>	<i>25.1</i>	<i>25.7</i>	<i>21.4</i>	<i>22.5</i>

Students in Greenville County Schools receiving free or reduced priced lunch also have lower first-attempt HSAP exam scores than full-pay lunch students, as shown in Figure 1.17 below. The gap is larger for math than ELA. While the gap has been reduced over the last two years, it still ranged from 16.8% to 19.4%.

Figure 1.17 % of Students by Lunch Status Scoring at or Above Level 2 on HSAP 1st Attempt

	ELA		Math	
	2009	2010	2009	2010
FARMS	74.5	77.9	67.2	71.2
Full-Pay	92.8	94.7	87.5	90.6
<i>Difference</i>	<i>18.3</i>	<i>16.8</i>	<i>20.3</i>	<i>19.4</i>

The gap is also evident in passing rates for end-of-course exams, as show in Figure 1.18 below. The largest gaps in 2010 were seen in Physical Science and U.S. History. The achievement gap decreased from 2009 to 2010 in both Algebra I and English I.

Figure 1.18 % of Students by Lunch Status Scoring Passing End-Of-Course Examinations

	Algebra I		English I		Physical Science		US History	
	2009	2010	2009	2010	2009	2010	2009	2010
FARMS	56.9	74.6	55.3	65.4	59.2	54.8	33.1	38.4
Full-Pay	85.0	89.4	81.5	86.3	65.8	77.0	63.2	65.3
<i>Difference</i>	<i>28.1</i>	<i>14.8</i>	<i>26.2</i>	<i>20.9</i>	<i>6.6</i>	<i>22.2</i>	<i>30.1</i>	<i>26.9</i>

Graduation rates in 2009-2010, as reported on the GCS AYP report, illustrate the achievement gaps that currently exist in Greenville County Schools. The graduation rate for students receiving free or reduced-priced lunch was 60.9% and the graduation rate for full-pay students was 81.9%.

SCHOOL

SCHOOL PROFILE



CFCE Quality Tools Seminar

League Academy of Communication Arts – Profile

125 Twin Lake Road
Greenville, SC 29609
Telephone: (864) 355-8100
Fax: (864) 355-8160

“League Academy is made up of a wonderful mixture of students, teachers, administrators, staff, parents and community members who combine their talents, energies and passions to maintain the best learning environment for our students. We believe that the arts are more than an extra; they are vital to the balanced development of students. We are committed to the success of our students by using the best practices in the academic and artistic areas, and by integrating the arts throughout our curriculum. Our brand new beautiful facility allows us to offer students and staff a new dimension of instructional possibilities.”

Merry L. Cox, Principal

Grades

6th - 8th Grade

Enrollment:

792

School Location:

Two blocks south of North Pleasantburg Drive

School Colors:

Black and Red

School Mascot:

Bulldog

School Mission:

“Challenge – Create – Communicate!”

School Motto:

“Hands On Today, Eyes On Tomorrow”

Communications Arts Magnet Program with a focus on the integration of arts and technology across the curriculum.

- High School Credit (Carnegie Units) Courses including Honors Algebra I, Geometry, Honors English I and Spanish I
- Advanced studies in Art, Dance, Drama, Music, and Technology
- Journalism Programs (Newspaper, Yearbook, Literary Magazine)
- Video Production Program
- Challenge (Gifted and Talented) Language Arts Program
- SC Junior Book Award Reading Program
- National Junior Beta Club
- Student Government Association
- Parent Teacher Association (PTA)
- School Improvement Council (SIC)
- Student Led Conferences
- Boys and Girls Athletic Teams for all Middle School Sports
- Intramural Sports Program
- Awards Days/Student Recognition Programs
- Career Education Program including Speaker Programs and Job Shadowing
- Metropolitan Arts Council “Smart Arts” Program
- Cultural and Educational Field Trips to locations including The Peace Center and Roper Mountain Science Center
- Year-Round Artist in Residence Program
- SmartArts Program

Achievements/Awards

- 2003 TIAA CREF Administrator of the Year
- 2007 Outstanding Assistant Principal of the Year
- 2007 Emerging Teacher of the Year
- 2004 TIAA CREF Staff Member of the Year
- 2008 Alliance for Quality Education Professional Learning
- Community Grant Winner
- National "School to Watch" Recognition
- SC Junior Scholars/Duke Tip Scholars
- National, State and District PTA Reflections winners
- State and National History Day Winners
- District and State Visual Arts Award winners
- National C-SPAN Video Contest Winner
- All-State Orchestra winners, Region Orchestra winners
- SC Scholastic Press Association "Excellence in Journalism" awards
- WSPA Public Service Announcement contest winners
- Promising Young Writers Awards

League Academy Student Achievement

Palmetto Assessment of State Standards (PASS)

Students Scoring Met Standard and above

ELA 2010

Grade 6 – 79%

Grade 7 – 78.6%

Grade 8 – 74.2%

Writing 2010

Grade 6 – 83%

Grade 7 – 81.7%

Grade 8 – 85.9%

Math 2010

Grade 6 – 74.3%

Grade 7 – 78.2%

Grade 8 – 69.3 %

Student Attendance

201096.4%

Extracurricular Activities

Assembly Programs
Athletic Teams
Awards Day Program
Beta Club
Career Day
Field Trips
Fine Arts Showcases
GE LEGO Robot Team
Intramural Program
Peace Outreach Program
School Dances
Student Council

Faculty Profile

3Administrators
51Teachers
32Support Staff
59.6 %.....Master's Degree or Above
97.2 %.....Attendance
83 %.....Continuing Contract

School Facilities

3 Administrative Offices
Band Room
Cafeteria
Gym/Locker Rooms
Dance Studio with locker rooms
Drama Studio
Art Room
Life Skills Lab

Strings Room

Chorus Room

Video Production Lab

Keyboarding Lab

Computer Lab

Professional Development Room Auditorium with a State-of-the-Art Control Room

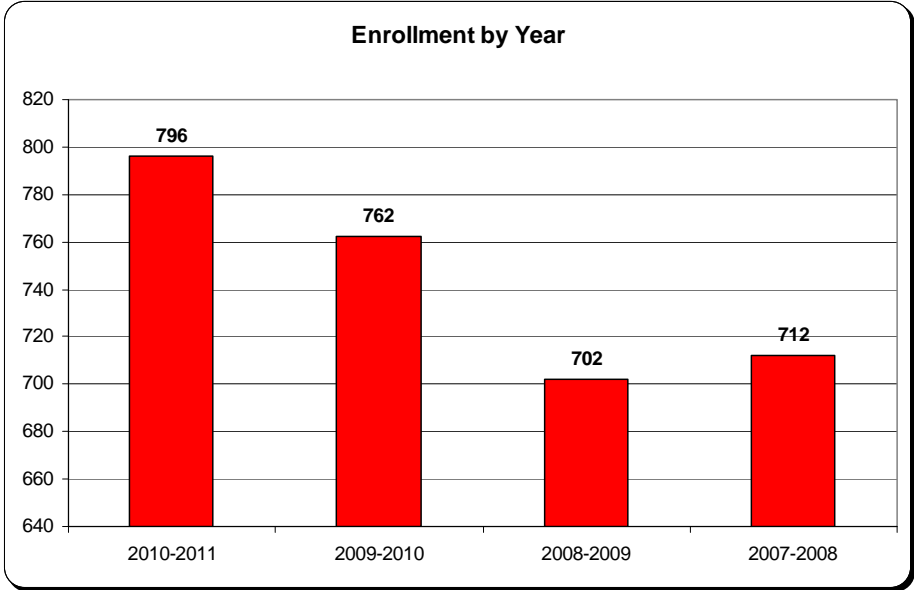
6 Teacher Workrooms

Elevator

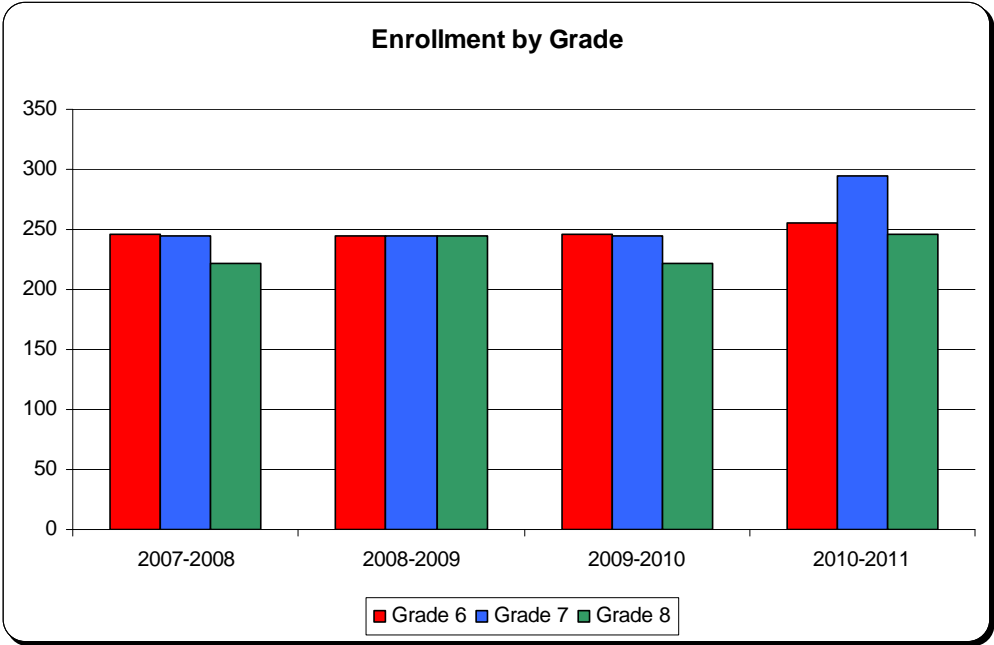
Neighborhood Setting Close to downtown

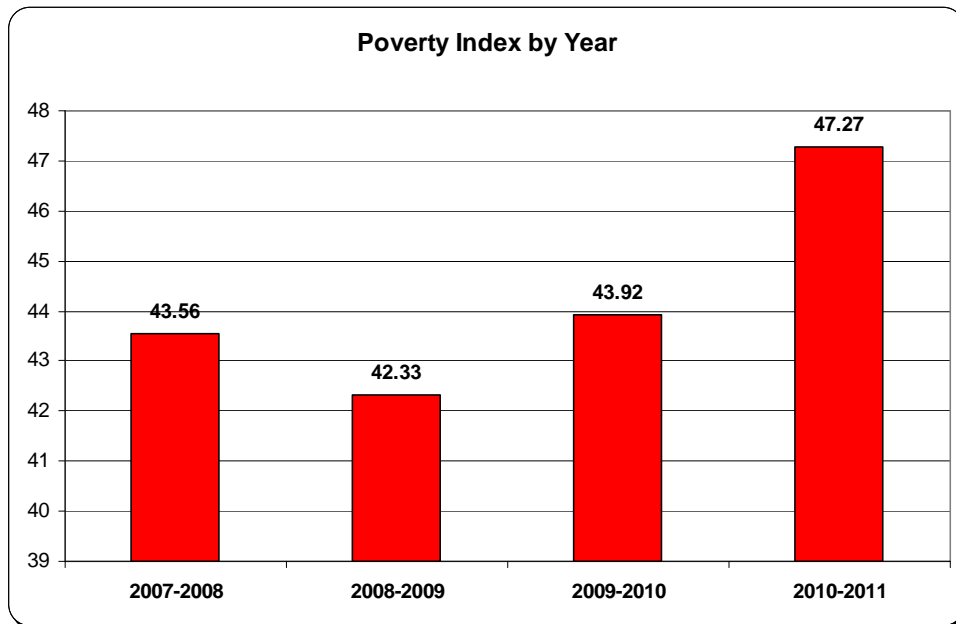
INFORMATION AND ANALYSIS

League Academy- Demographic Data

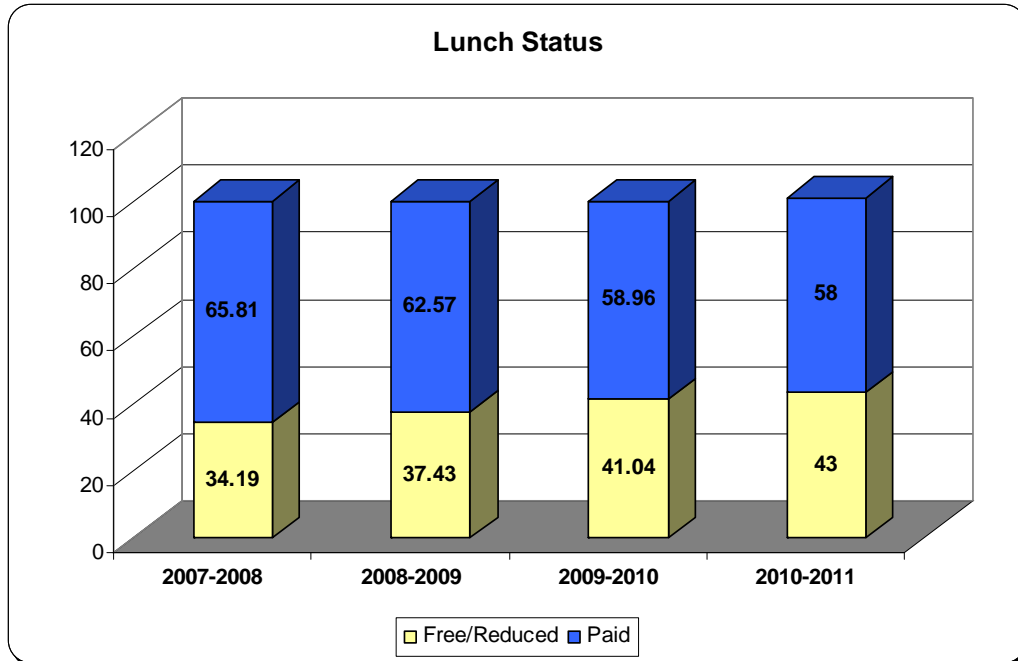


The demographic data indicates that enrollment has increased from last year. League home-based geo-coded student numbers remained steady, but our magnet numbers were allowed to increase by the school district because we had the capacity to expand the enrollment. This resulted in the spikes of enrollment by grade and the challenges associated with this increase.





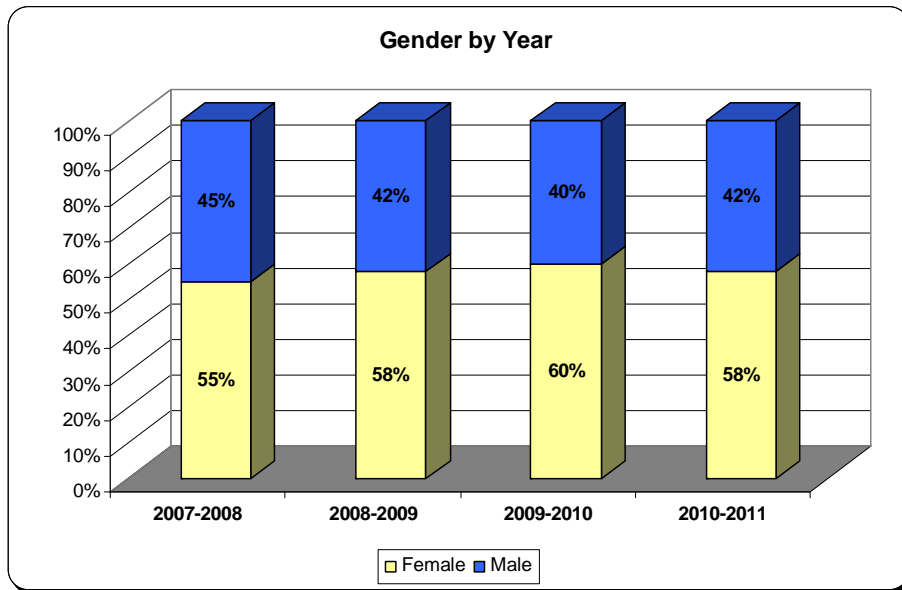
Our gifted population has remained steady the past two years with 32% of our student population academically gifted. In direct contrast is our poverty index which has risen to about 47%. This data presents unique challenges to our students, staff and community to provide a challenging, supportive learning environment to raise student achievement for all learners. In 2010 League became a "school of choice" for students at Tanglewood, which increased our overall enrollment as well.



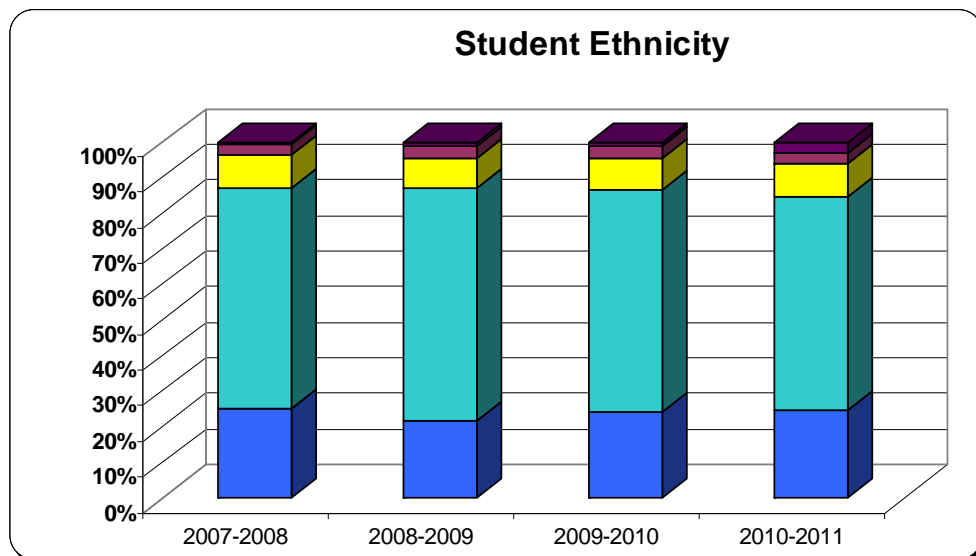
The demographic data indicates a number of strengths. League's Free/Reduced lunch numbers has steadily increased over the past four years. League has a poverty index of about 47% and 91% of our student enrollment is stable. We have a low mobility rate with only 3% of our student population moving once during the school year. Students moving twice during the year represent less than one percent.

League's gifted and talented students represent about 32 % of our student population. This brings a unique diversity in our student population. Our challenges indicated in the demographic data are the number of discipline referrals, a rise in self-contained special education students, large class sizes, advanced high school credit courses along with budget cuts in teacher allocations. Our student attendance rate remains steady and high.

Attendance	
2009	2010
96.8	96.4



League's gender gap remains steady showing little change in our male-female ratio. The higher number of female students may result in classes made up predominately of girls. The magnet program may tends to draw more female applications and therefore a higher number of females are enrolled here than other typical middle schools.



League's data shows a steady ethnic diverse population. We are fortunate that our student populations remain very stable with little change over time.

League's ESOL student population remains steady at about 40. There are a variety of Spanish dialects spoken among our Hispanic population which makes effective communication more difficult with these students and their families. A variety of languages, in addition to Spanish, presents challenges for our ESOL program and our school. League was cut to a 0.2 ESOL position this year, which reduced our instructional time with the students by grade level.

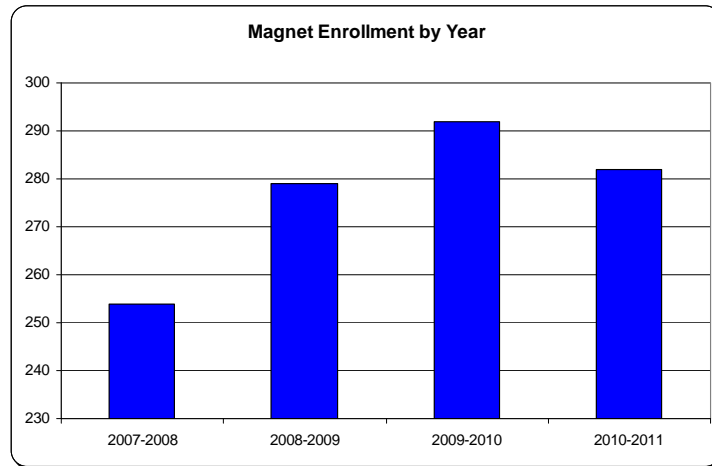
Retention by Grade			
School Year	Grade 6	Grade 7	Grade 8
2007-2008	2	1	1
2008-2009	5	3	0
2009- 2010	4	2	1

The retention of students showed an increase in sixth grade retention and an increase in seventh grade retention over the past 2 years. The eighth grade retention rate remains the lowest during this time period.

Special Education	2007-08	2008-2009	2009-2010
Disabilities other than speech	8.8%	7.7%	10.5%

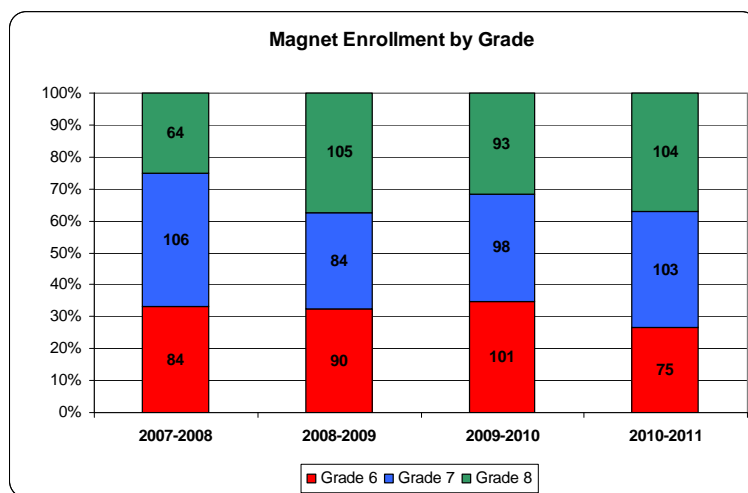
League special education resource and self-contained numbers are up from 2007-2008 to about 11%. The school district determines location and placement of special education students each year. This is the subgroup of students that challenge us the most when seeking to improve student achievement in ELA and Math to meet AYP.

Magnet Demographics



Magnet Enrollment Data

The magnet enrollment changes from year to year due to the changing home-based enrollment and the restrictions from the central office. League's number of magnet students peaked in 2009-2010 showed an increase in the number of magnet 6th graders to 101 which resulted in the largest sixth grade group we have experienced. The enrollment dropped back to 282 in 2010-2011, which is still high. The large number of 6th graders in 2009-2010 are currently our 7th graders. We have a four person team and a six person team at both the 6th and 7th grade to reduce class sizes as a result of our increased enrollment.



Magnet Waiting List Information

Our magnet student enrollment and waiting list continues to change annually. Each year the School District determines the number of magnet students we are allowed to accept, which depends on the number of “home-based” students that are projected for enrollment. The number of students on the magnet waiting list changes each year as well, due to the number of applicants we are allowed to accept.

Professional Staff Demographics

There is little diversity on our staff. League teachers are predominately white and female. We have two African Americans on our professional staff for the 2010-2011 school year and 5 men on our staff. We continue to search for candidates who will add diversity to our staff when available.

Professional Staff Experience and Education Level 2009-2010

League professional staff is made up of classroom teachers, three administrators, and support staff which include a media specialist, two guidance counselors, career specialist and an instructional coach. Education Level of our professional staff at League indicates that over 55 % have a Masters degree or higher. Five teachers are National Board Certified.

Teacher Information	2010-2011
Teachers/Staff with Advanced degrees	59%
Continuing Contract Teachers	83.0%
Returning Teachers	95%
Teachers Average number of years at League	7.5
Teacher Attendance	97.2%

The majority of our teachers on staff have completed the Intel Teach to the Future technology training to meet the SC technology proviso.

In School and Out of School Suspension 2009-10

In-School Suspensions					
Student Populations	Total Number of Students in School	1-5 Days		6-10 Days	
		Number of different students (unduplicated count)	Number of students with multiple incidents	Number of different students (unduplicated count)	Number of students with multiple incidents
All Students	760	120	57	13	13
Male	303	74	38	8	8
Female	457	46	19	5	5
White	475	41	17	2	2
African-American	185	72	36	11	11
Asian/Pacific Is.	31	0	0	0	0
Hispanic	61	7	4	0	0
Disabled	85	18	12	3	3
Not Disabled	675	102	46	10	10
Limited Eng. Prof.	51	7	4	0	0
Non- LEP	709	113	53	13	13
Subsidized Meals	249	84	49	13	13
Full-Pay Meals	511	36	8	0	0

African American students have the highest percentage of in-school suspension 62%. White students account for 31% of our in-school suspensions, which is half of the African American subgroup. 6% of in school suspensions are from our Hispanic subgroup. During 2010-2011 we had to drop in-school suspension due to budget cuts. Teachers use in-class suspensions, lunch detention and administrative after-school detention as disciplinary measures this year. Our out of school suspensions will likely increase during the 2010-2011 school year since we do not have an in-school suspension program.

Out Of School Suspensions					
	1-5 Days			6-10 Days	
Student Populations	Total Number of Students in School	Number of different students (unduplicated count)	Number of students with multiple incidents	Number of different students (unduplicated count)	Number of students with multiple incidents
All Students	760	67	15	23	20
Male	303	46	13	17	14
Female	457	21	2	6	6
White	475	21	6	5	3
African-American	185	44	9	18	17
Asian/Pacific Is.	31	0	0	0	0
Hispanic	61	2	0	0	0
Disabled	85	7	3	3	3
Not Disabled	675	60	12	20	17
Limited Eng. Prof.	51	2	0	0	0
Non-LEP	709	65	15	23	20
Subsidized Meals	249	40	9	19	18
Full-Pay Meals	511	27	6	4	2

1-5 Days

Out of school suspension are highest from our African American population with 66% African-American students receiving out of school suspensions as compared to White students (unduplicated count). Male suspensions double that of the female (unduplicated count). Our Hispanic subgroup accounts for only 2% of out of school suspensions. Students qualifying for free/reduced lunch account for 60% of the out of school suspensions.

6-10 Days

Students with 6-10 days of out of school suspension totaled 23 and the number of students with multiple incidents was 20. 78% of the students (unduplicated count) were African-American. 74% of the suspensions (unduplicated count) with for 6-10 days were male.

Discipline

All teachers at League post classroom rules that are outlined in the student handbook and are consistent by team. Students are encouraged and expected to maintain appropriate behavior at all times to avoid disruptions in their learning. Student handbooks, a discipline video and other information about school and classroom rules are distributed and discussed each semester, and as needed on a regular basis. Due to budget cuts, we lost our in school suspension program for 2010-2011. The result has been the development of in-class suspension used by teachers at each grade level.

A school wide discipline approach using a Responsibility Card by 8th grade in 2009- 2010 and adapted and expanded to all grades in 2010-2011.

This concept consistently enforces the policies and guidelines set forth by both our school and our school district. The responsibility card tracks student discipline and provides steps that move a student toward a referral or steps to gain back steps by doing something positive.



Responsibility Card

Instructional and Organizational Effectiveness

Identification and Discussion of Primary Educational Models

ELA	Not Met	Met Standard
League 2010	22.6%	77.4%
League 2009	19%	81%

Math	Not Met	Met Standard
League 2010	26%	74%
League 2009	21%	79%

We are fortunate at League to have a strong academic tradition. Approximately 77% of our students met standard on PASS in ELA in 2010. This was a slight drop from our 2009 PASS scores. Our PASS math scores showed 74% of our students met standard on PASS in 2010, which is a decrease from the 2009 scores. Our PASS scores were about the same as the District and higher than the state. Our goals have been designed to move us toward Adequate Yearly Progress (AYP) which we met in 2010. The growth shown in each subgroup is something to celebrate, but we must remain focused on improving all of our subgroups every year. The “achievement gap” is a concern in many schools, and ours is no exception. Our standardized test data show gaps, and we are working to come up with more effective strategies to address these concerns. As the faculty looked at PASS data and began to analyze and look for root causes, it was determined there was a need for improved reading comprehension and vocabulary in all grades and subject areas. If we focus as a faculty on improving the way vocabulary and reading comprehension strategies are taught and used in each content area, we believe student achievement will improve in each PASS tested subject. We want our students to be successful – at every level, so we are reflect and study ways that may help raise student performance and to provide an atmosphere that cultivates student achievement, including:

Structured before school tutoring and help every day of the week (Early Bird Opportunities)

Student Led Conferences

Compass Learning

Baldrige Quality Tools

Learning-Focused Strategies

Research Based Vocabulary Strategies (such as Word Walls)

Research Based Reading Comprehension Strategies

Brain Based Instructional Strategies

Differentiated instruction

Critical Friends Groups

Curriculum Mapping

Standards-based instruction

Arts Integration

SmartARTS

Small group teaming

Vertical Teaming

Walk-through Evaluations

Higher Order Thinking Skills based on the new Bloom's Taxonomy

Technology Integration

Mentor Program for new teachers and teachers new to League

SSR (Sustained Silent Reading)

Suspected Causes of the “Achievement Gap at League:”

47.27% Poverty Index for 2010

Low vocabulary level

Below grade level reading comprehension level

Little or no motivation from some students

Single parent households

“Split home” situations among student population – part time with one parent, part time with other.

Homelessness situations

52% of our African-American students did not meet standard on PASS ELA and 56% did not meet standard on PASS Math.

Additional poverty training needed

League was made a school of choice this fall which allowed students from failing schools to attend League. This was a challenge for us the start of school. We were not able to anticipate and plan for the number of students that would take advantage of this opportunity or the grade levels their enrollment would impact. We are still working to meet the needs of this group of students.

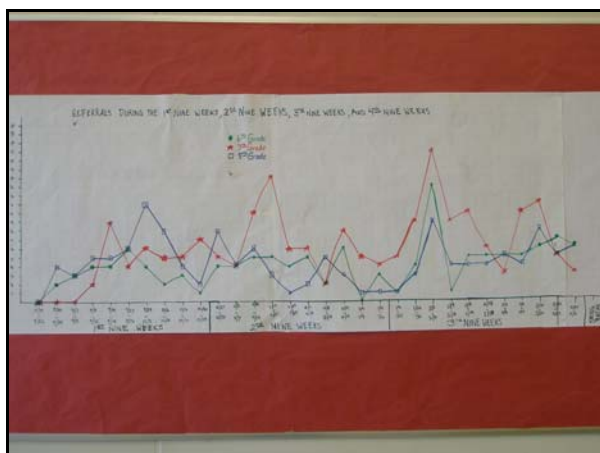
Strategies to Increase Student Learning

Teachers at League Academy try to keep abreast of the latest methods of delivering instruction. Teachers have taken advantage of staff development opportunities that are offered in the district and through nearby universities, in addition to attending conferences. We recognize that students learn in different ways. Teachers are encouraged to try a variety of instructional strategies to address the different learning styles of students. To the degree that time and budget allow, we encourage all staff to be involved in staff development opportunities that will increase student learning. Of course, our highest priority is implementing the strategies related to our vision. Staff development is imbedded in the school day

each week, typically every Tuesday, provided by the instructional coach, guidance counselors, special education coordinators and the magnet coordinator use Tuesdays to provide staff development aligned with our mission, vision and school goals.

Baldrige Quality Tools – Carolina First Center for Excellence

League continues to work with the Carolina First Center for Excellence (CFE) this year to focus on the use of proven Quality Tools for school improvement. Our goal has been to add some proven quality tools to our repertoire of strategies and tools to use with our students. Michelle Brinn and her staff have come to League for several training sessions for teachers, and as a result of this work, our students have written mission statements for their classes and grades. Teachers are using some of the tools we have learned about in their classes and we are seeing that students are responding well to them. We started “slowly” in 2006-07 with just a few sessions, but moved forward in the 2007-08 with more training and opportunities for staff and students. Year 2008 began with a Professional Learning Communities Grant which provides funding for 12 staff members to attend the “L to J” Conference in September of 2008. Student Led Conferences began in the fall of 2009 and in the spring of 2010. These were very successful for students, parents and teachers. More than 75% of our parents participated. We continued with Student-Led Conferences in 2010-2011, both fall and spring.



Data collection



Lotus diagrams

The **Learning-Focused** strategies have proven to be highly effective in schools that implement them consistently and pervasively. The Learning-Focused Schools program is based on research from the Education Trust on exemplary practices used in 90/90 schools, those in which 90% or more students are on free reduced meals and yet 90% or more students are passing state tests. Using these practices increased achievement significantly. Data from 893 elementary teachers in Learning-Focused schools on three years' state tests showed gains of 19% to 30% in every year and every subject tested. Data from three years' state tests showed that students of 1377 middle school teachers using Learning Focused strategies made gains of 17% to 25% in every year and every subject tested.

Teachers at League use **Learning-Focus** concepts for planning lessons and assessments. Teachers use graphic organizers to assist students in organizing and retaining information. The use of rubrics has improved students' understanding of teacher expectations and performance on graded assignments. All teachers turn in unit plans and the weekly lesson plans that are used with the unit plan to our staff network drive. Student Learning Maps, assessment prompts and KUDs have been added to the tool box for our teachers.

Measures of Academic Progress (MAP) online tests are given to all students in Reading, and Math in the fall and spring each year. The MAP RIT scores are used along with DesCartes to identify what students are ready to learn. Teachers are using RIT scores, DesCartes, and Lexile scores to plan differentiated instruction to meet the learning needs of their students. Our Reading Intervention teacher and Tutorial teachers use MAP scores for instruction and with **Compass Learning**.

Compass Learning software has added a new dimension to helping our students succeed. With the Spring MAP Scores, folders of RIT Range appropriate activities

will be added to every student's Compass Learning file. They will be able to access these activities at school or at home to work on specific skills.

Differentiated learning refers to a process involving teaching strategies, methods, curriculum and lesson planning, and student interaction. Because of differences in student learning styles, skill levels, rates of learning, language proficiencies, backgrounds, motivation, and social and emotional development, students need a differentiated environment for maximum growth and continual progress. Differentiated learning allows a classroom teacher to meet the needs of many students by changing and adapting lessons and activities to their differing strengths. Training is offered each year through district in-service opportunities and Instructional Coach training offered each week.

At League, a **Critical Friends Group** was begun in 2000. A group of 10 teachers and administrators began meeting once a month. The Instructional Coach, trained as a CFG coach, facilitates the meetings. During the 2003-04 school year, another CFG group was started with new teachers to League Academy facilitated by our Instructional Coach. This has proven to bring added camaraderie to both groups. We have read professional literature, looked at student work, teacher work, lessons and rubrics, etc. The work has proven to be extremely helpful, and will continue. Each year all new teachers to League meet as a CFG for 2 hours once a month as a part League's mentoring program designed to acclimate all teachers, regardless of experience to the culture and high expectations at League.

What is a Critical Friends Group?

A group of 8-12 teachers and administrators who agree to work regularly together to define and produce improved student achievement. The members establish and publicly state student learning goals, help each other think about better teaching practices, look closely at curriculum and student work, and identify school culture issues that affect student achievement. A leader helps the group build the sense of

trust that must exist to create direct, honest and productive work and conversations.

A commitment of 2 hours a month is made by all members. Members bring to the table student work, teacher lessons and units, case studies of students, classroom dilemmas, etc. Using set protocols, CFG members help each other “tune” their practice by analyzing these artifacts.

Educational Leadership, Vol. 59, #6, March 2002

“The structure and format of CFG’s create opportunities for colleagues to challenge their own practice as well as that of their peers. The work is critical because it challenges educators to improve their teaching practice and to bring about the changes that schools need, but the process is neither negative nor threatening. The work involves friends who share a mission, offer strong support, and nurture a community of learners.”

The foundation for developing a Professional Learning Community began during the 2005-2006 school year. An Alliance grant for \$1450.00 was awarded during 2007-08 for a grant written by Toni Norris using Eaker, DuFour and DuFour’s book, *Getting Started: Reculturing Schools to become Professional Learning Communities*. This book was read and discussed by the entire faculty in grade level teams using a variety of text based protocols. This professional development provided the opportunity to explore, discuss and understand what a professional learning community can do to raise student achievement at League. Three questions were raised repeatedly through this study:

1. What do we expect students to learn?
2. How will we know what they have learned?
3. How will we respond when students do not learn?

These questions will be the focus of further discussion, planning and professional development for 2006-2007 and continued for 2007-2008.

Another Alliance grant written by Toni Norris was funded in 2008-09 for approximately \$10,000 for ongoing work on Professional Learning Communities.

We have implemented **Student Led Conferences** as a result of our work with Carolina First Center for Excellence (Baldrige Quality Tools) and with our movement towards becoming a professional learning community. Our staff read a book from the NMSA, Implementing Student Led Conferences, discussed and planned our Student Led Conferences for a year prior to implementing this concept school-wide. Research supporting Student Led Conferences is found in this presentation by Patti Kinney Associate Director, Middle Level Services National Association of Secondary School Principals. A movie made from our first Student Led Conference is embedded here as well. This has been a successful way to increase parent involvement.



SLC Movie
2009-2010



STUDENT LED
CONFERENCE PRESEI

In a Student-Led Conference, students facilitate meetings between them, their teacher, and their parents for the purpose of 1) reviewing educational progress, 2) setting goals, and 3) securing parent help with goals. After participating in a student-led conference that is teacher supported, it is easy to see the difference between sharing work at home and sharing a portfolio at school. At school, students are taught ways in which to be self-reflective of their on-going work. It is

by listening to students' self-reflections that we learn the most about our students' growth. By having the core teachers participate in the student-led conference, it gives them an opportunity to interact with the points that are brought up by the student. The students are generally insightful and honest when their parents and teachers support them through a conference. They are more apt to experience "aha moments" when analyzing their work habits and learning with their parents and teachers by their side.

Our teachers create a **curriculum map** each year – displaying content, specific skills, pacing and assessments in easy-to-read, comprehensive tables of data about content standards and types of assessments used throughout the year. This is done collaboratively and allows teachers to have continuity and monitor progress over time. We began implementing the use of curriculum mapping during 2005-2006.

Standards-based Instruction and assessment is used to teach the curriculum at League. The state of South Carolina has written standards for all subject areas, and we use these standards as the guide for teaching and learning. The administration requires that standards are referenced in lesson plans on a weekly basis, and that the syllabus/curriculum map at the beginning of the year addresses the standards for every class and that the parents and students are made aware of them. With the use of curriculum mapping, small group teaming and vertical teaming, teachers will work together to strengthen the instruction and therefore, raise student achievement because of this form of collaboration. Our 2010 Data Works Curriculum Calibration results were encouraging and insightful. Our teachers are teaching on the SC Standard **topic**, but the evidence during the collection week indicated we were not always teaching the standard at the grade level rigor or on the standard **target**.

For us that tells us we need more study on Bloom's Taxonomy, unpacking the standards, and focusing on the verbs in the standards. Teachers collaboratively writing a K-U-D before they create their common assessments will increase the classroom assessments to be more on target not just on topic. Developing

common assessments will also increase the rigor teaching and assessing the standards.



Teaching with, about, in and through the arts is an important part of League's arts-focused curriculum. Teaching with the arts refers to the many ways that the arts can be used as valuable tools to enrich the curriculum, address a variety of learning styles, increase motivation, and/or actively engage students in the learning process. Teaching about and in the arts refers to the formal study of the arts as unique disciplines as found in League's numerous fine arts and communication arts electives. Teaching through the arts refers to the formal integration of the arts and other disciplines, typically a joint effort between classroom teachers and fine arts specialists.

Current research strongly implies that student involvement in the arts provides greater access to higher levels of achievement resulting in a strong correlation between arts involvement academic success. In an analysis of data collected by the Department of Education, the gains from arts involvement hold true for students from low socio-economic backgrounds. (Champions of Change, 1999; Critical Links: Learning in the Arts and Student Academic and Social Development, 2002.) Consequently, small teams regularly with the Magnet Program Coordinator for instruction in arts integration, sharing of arts-based lesson plans, and sharing of such information as the use of digital cameras in the classroom, teacher-developed integrated lessons and the use of "real" works of art throughout the middle school curriculum.

"The ultimate challenge for American education is to place all children on pathways toward success in school and in life. Through engagement with the arts, young people can better begin lifelong journeys of developing their capacities and contributing to the world around them. The arts teach young people how to learn by giving them the first step: the desire to learn." ~ Dick Riley, U. S. Secretary of Education.

SmartARTS

15 artists and teachers have participated in the SmartARTS program over the past 3 years.

SmartARTS is a partnership between Greenville County Schools and the Metropolitan Arts Council that connects students, artists and teachers to deeper learning and self-awareness through integrating the arts with all areas of education.

SmartARTS provides training and support for teachers and artists in the use of successful arts integration methods. The partnership is built on the collaboration between teacher and artist and is focused on becoming a model and resource for this innovative work that has brought academic and behavioral success for many under served students, as well as increasing engagement and achievement for students from a wide variety of demographics. *SmartARTS* began in Title 1 schools and now offers its programs to interested elementary and middle school teachers in Greenville County.

SmartARTS programs focus on standards-based arts integration and are designed to meet the objectives of the No Child Left Behind Act and the school district's Arts Education Plan. <http://www.greenvillearts.com/education/smartarts.aspx>

***SmartARTS* Teachers by Year and Artist**

2008

Jamie Harvey-Anita Pacylowski/Dance and Shane Bryant/Ceramics
Tracy Beach-Jim Harris/Photography and Shane Bryant/Ceramics

2009

Chris Sloan-Vera Gomez/Poetry
Carina Lilly-Anita Pacylowski/Dance
Gloria Gray-Marlon Hunt/Visual Art and Angelina Richter/Theatre

2010

Michelle O'Malley - Anita Pacylowski /Dance

Melanie Patton-Shane Bryant/Ceramics

Jennifer Bailey-Shane Bryant/Ceramics-possible Dec. unit

Sarah Monson-Shane Bryant/Ceramics and Judy Klein/Theatre

Spring 2011

Alissa Moore-Jim Harris/Photography

Leila Moore-Larry Mauldin/Visual Art

Teresa Blankenship-Anita Pacylowski/Dance and Gordy Owens

Sandra Hunt-Shane Bryant/Ceramics

2nd Year Participants:

Teresa Blankenship - Gordy Owens/Theatre Gloria Gray - Angelina

Richardson/Dance

Sarah Monson - Judy Klein/Theatre



Arts integration at League, 2010

Small group teams, or **interdisciplinary teams**, meet three times a week to discuss student needs and academic lesson collaborations. Teams meet regularly with our instructional coach to discuss ways to better meet the academic needs of students at League. These meetings include such activities as understanding how test data can be used by classroom teachers to improve their activities and reassess their classroom instruction, integrate writing across the curriculum as well as technology. Research has shown that team size, the amount of common planning time, and the length of time together as a team have an impact on classroom instruction. Research has also shown that teaming in the middle school leads to an improved work climate, an increase in parent contacts, and higher levels of student achievement.

We strive to improve in the area of **vertical teaming**. We currently meet with high school teachers and elementary teachers from feeder schools each year. Fifth grade students tour the building on a regular school day so they can get a taste of middle school. Open Houses are held for incoming students and their parents so they may ask any questions. Improved communication with elementary teachers and high school teachers will help the middle school teacher plan for instruction more effectively.

Within our building, we have vertical teaming through departmental meetings with meet monthly so that subject area teachers can discuss concerns that are germane to their subject. The district has meetings with department chairs to share information and get input on things that affect them.

The use of **walk-through evaluations** has added a different view to the teachers and administrators of the instruction that is occurring in the classrooms. The walk-throughs offer fast feedback from the administrators or the instructional coach on a regular basis. It is a "snapshot" of what is happening – and the things that are looked for are essential questions, standards, good things, interaction between students and teachers, and clarity of instruction.

The implementation of the GCSD **Performance Assessment System for Teachers, PAS-T Evaluation System**, has changed the way we evaluate

teachers. The portfolio instrument makes the teachers more involved in the process and more responsible for their own evaluation. It is the teachers' responsibility to give strong and measurable evidence of the work they are doing in their classrooms. The long-range planning is evident in the curriculum maps and unit plans and the short-range planning is evident in their weekly plans (or are included in the unit plans). The teachers are using data to set goals and will have to show the progress toward meeting that goal with the same data. They are seeing the connection between data and what they are teaching – between what the kids are doing and what they are teaching. The staff is divided into three Cycles, and the time required for the evaluation of teachers in each cycle is much more than the walk-throughs we used last year. We are continuing to use the walk-throughs when we go into a teacher's classroom, but the informal (20 minute) and formal (50 minute) evaluations and write-ups are much more detailed and take much more time. The portfolio or PAS-T book is quickly becoming a point of pride for teachers – a place to keep a running record of their work and their students' work.

All League students are encouraged to explore possible career paths throughout middle school. **Career exploration** at League is coordinated by the career specialist. All students take an interest assessment each year. 6th grade students complete the Career Cluster Interest Survey, 7th grade students take the interest assessment on SCOIS (South Carolina Occupational Information System), and 8th grade students take EXPLORE to assess both academic achievement and career interests. 6th and 7th grade students further explore their career interests through virtual shadowing. 8th grade students participate in Job Shadowing Day, shadowing someone in their area of interest for several hours. Parents are invited to present their careers to academic and advisory classes. Career exploration leads to the IGP (Individual Graduation Plan) conference in the spring of 8th grade. During the IGP, students and their parent(s) meet with the career specialist to discuss career interests and career-related opportunities in high school, and then meet with the 8th grade counselor to review academic progress and register for 9th grade.

Improving **literacy** has been a primary concern of our media specialist and a goal in our school improvement plan at League. Several school wide reading incentives are promoted during the year to motivate students to read. A Clemson/Carolina Reading Contest was a tremendous success in the fall of 2009 and 2010. District funding for media centers has been cut over past three years. Despite budget cuts our library is maintaining a 5 year collection development plan.

Geographically located near the center of the school, League's Media Center is the heart of the school's learning community. Themed and seasonal book displays and a bulletin board are utilized throughout the year to make users feel welcome by providing a warm, inviting, friendly and open atmosphere that is conducive to learning and inquiry and promotes reading to all its patrons. Teachers are encouraged to utilize the library for student displays.

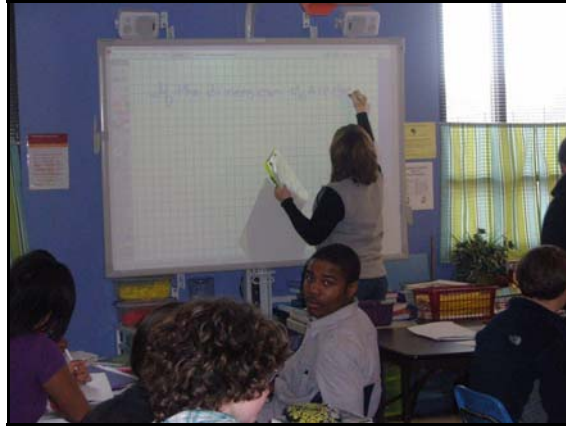
While the library's budget has been cut significantly over the past three years due to state and district budget cuts, every effort has been made to continue to provide materials that meet curriculum-related informational requirements as well as students' recreational reading needs. Weeding of outdated, obsolete, and worn-out items has continued despite budget cutbacks in an effort to maintain a strong collection that supports the curriculum and recreational reading needs of its patrons. Books collected from a spring book drive at the school will be combined with weeded books from the library's collection the last two weeks of school so that interested students may select several books of their own to keep and take home for summer reading.

As a member of League's instructional team, the media specialist's most important job is that of instructional partner. The media specialist plans and partners with teachers to integrate and provide lessons on information literacy and technology education with content learning.



The media center sponsors and promotes school-wide reading initiatives and encourages reading by offering a variety of reading materials for its students. Reading is promoted year-round through a summer reading initiative, a fall reading promotion that capitalizes upon the strong in-state rivalry between South Carolina's two largest universities as well as a spring reading contest that incorporates the local AA baseball team's reading sponsorship with a school-wide reading competition among the school's ELA teachers and their classes. League is a school that reads!

Technology integration has increased with the completion of teachers taking Intel training from the District to meet their technology proficiency requirement. With our move into the new facility, the advances not only in technology equipment, but in the USE of it by staff and students are tremendous. We are seeing exciting lessons and activities planned using technology and the engagement of the students will has been exciting to watch. League has over 22 Promethean Boards in classrooms and four sets of the Active Expression Activ-Votes.



Reading comprehension and **vocabulary strategies** will be used to improve vocabulary and reading comprehension across the curriculum. The English Language Arts Department (ELA) will lead this initiative. They have selected the seven key reading strategies outlined in Laura Robb's book, Teaching Reading in Middle School. These strategies include:

- Activate prior knowledge
- Decide what's important in a text
- Synthesize information
- Draw inferences during and after reading
- Self-monitor Comprehension
- Repair faulty comprehension
- Ask questions, build vocabulary and develop fluency

Effective Classroom Assessment Linking Assessment with Instruction,

published by the National Middle School Association was used as a book study in 2010-11 with the instructional coach. This text provided the collaboration and focus on developing targeted standards based assessments at each grade and content area. The learning from this work will provide the foundation for next steps in developing and using common assessments to increase the rigor.



Student-Led Conferences held at Frazee parents unable to attend at League

Strategies designed specifically to assist students from poverty.

Teachers are encouraged to participate in professional development provided by the District which focuses especially on teaching and reaching students from poverty. The curriculum consultants provide training at District Department meetings and through Summer Academy. League's PTA provided registration funding for 24 teachers to attend the 2011 SC Middle School Conference in March. Our teachers heard keynote speakers and participated in workshops focused on students from poverty.



Project Learning Tree, an open-air classroom in the front of the school is visible to all passers-by. Approximately three quarters of an acre in size, the garden, with

few exceptions, is planted with native plants and trees, so that League students will be able to learn and identify this flora away from the school's property. Primary funding for the model garden was provided by the Urban and Community Forestry Grant Assistance Program administered through the S.C. Forestry Commission and funded by the USDA Forest Service with volunteer labor supplied by TreesGreenville. Twelve faculty members attended a seminar this summer to learn how to integrate learning using our new open-air classroom. These teachers are charged with using all aspects of the garden to enhance and reinforce classroom learning. We are excited about the many learning opportunities Project Learning Tree has afforded our students thus far this year and look forward to the many new learning experiences created as our garden grows and matures.

STUDENT ACHIEVEMENT 2010-11

Schools *to* Watch[®]

League recognized as a National "School to Watch" 2011

<http://www.greenville.k12.sc.us/gcsd/channel/enlighten1.asp>

Values and Beliefs

Values and beliefs are the core of who we are, what we do, and how we think and feel.

At League Academy we believe...

- All students can learn.
- All disciplines of study are treated equitably in philosophy, policy, and programming.
- The curriculum should be rigorous, standards-based and integrate the arts and technology.
- Effective instruction incorporates both a problem-solving and critical thinking approach to learning.
- All students should be actively engaged in the learning process.
- Varied teaching strategies should be used to accommodate a variety of learning styles.
- Assessments should be varied to include authentic, traditional and non-traditional forms.
- Creative talents and individuality are valued.
- Learning experiences develop a sense of civic responsibility.
- The faculty should be strongly committed to student success.
- The learning environment should be student-centered.
- Positive relationships among students, teachers, parents, and community strengthen instruction and learning.
- The learning environment should be safe, nurturing and clean.
- Diversity should be embraced and encouraged.

Purpose

The purpose of League Academy of Communication Arts is to prepare students to become lifelong learners and contributing members of society through rigorous, arts-focused, standards-based instruction.

Mission

The mission of League Academy of Communication Arts is:

“CHALLENGE – CREATE – COMMUNICATE!”

Shared Vision

Our vision is a specific description of what it will be like when our mission is achieved. The vision statements for League are categorized by **curriculum, instruction, assessment, and environmental factors.**

Curriculum will include:

- Relevant, cutting-edge course offerings in the academics and related arts
- Integration of the arts across the curriculum
- Comprehensive and sequential arts programs
- S. C. and/or National Standards
- Relevant and appropriate courses designed to meet student needs
- Vertically aligned academics
- Expanded career awareness opportunities that connect students to the real world

Instruction will provide:

- Access to instruction with technology for all students
- Differentiation to meet the needs of the learners in all areas
- Rigorous standards
- Active engagement of all students

- Seamless arts integration throughout the curriculum
- Seamless technology integration throughout the curriculum
- Character education as an essential part of the school culture
- Appropriate interdisciplinary strategies
- Learning opportunities based on current research-based strategies

Assessment will include:

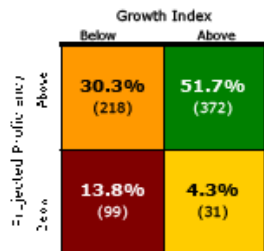
- Up-to-date, technology-based assessments
- A variety of types such as: portfolio, authentic, self-paced, standardized, and traditional used to guide curriculum, instruction and school programs.
- Performance based assessments, such as plays, performances, auditions, classroom theater/plays, painting, publishing and presentations.
- Variety of assessment instruments including rubrics, checklists, organizers, and self-assessments.
- Varied assessments that accommodate different learning styles and abilities.
- Assessments that emphasize *process* as well as *product*.

Learning environment will:

- Provide a safe, clean, positive, stimulating and creative space with the capacity to house all students.
- Be energetic and learner-centered
- Have flexible class schedules
- Provide a climate that embraces and encourages diverse cultures

Measures of Academic Progress (MAP) - Data Fall 2009 – Spring 2010

Reading Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

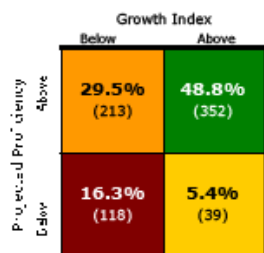
Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count for Growth		% Growth	Student Count for Season		
	Count	%		Count	% Proficient	% Median
6	276	53.3%	280	79.3%	63.6%	
7	227	55.9%	237	82.3%	73.0%	
8	217	59.4%	226	82.7%	69.9%	

Mathematics Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

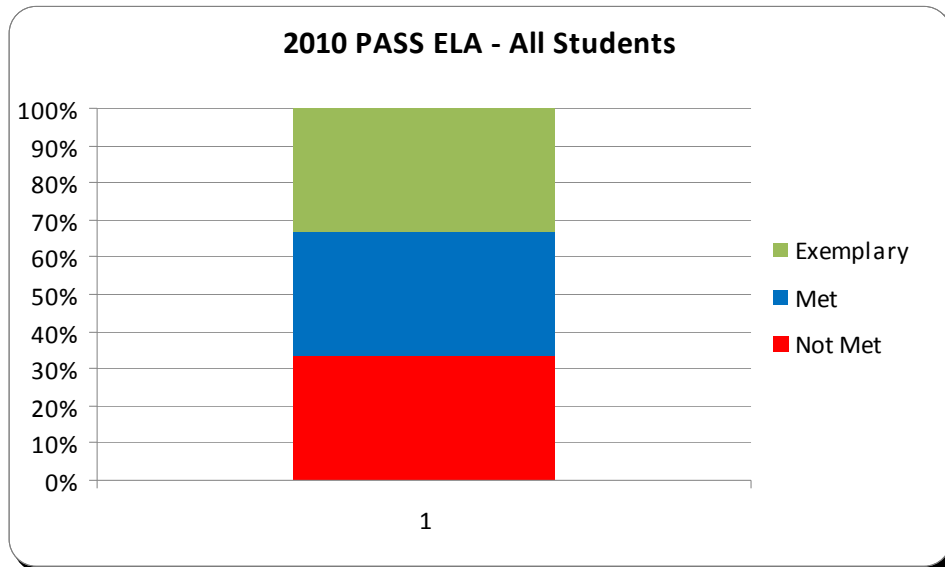
Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count for Growth		% Growth	Student Count for Season		
	Count	%		Count	% Proficient	% Median
6	274	51.8%	280	77.1%	63.2%	
7	232	57.3%	242	78.1%	71.9%	
8	216	53.7%	227	75.3%	68.7%	

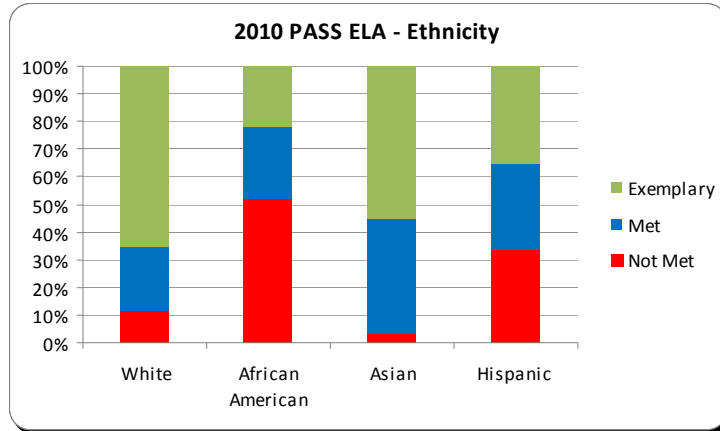
Our MAP scores indicate that over 50% of our students met their target growth goals. About 80% expected to meet proficiency on Reading and over 75% expected to meet proficiency in Math. The correlation to our PASS scores was fairly consistent.

Palmetto Assessment of State Standards – PASS 2009 and 2010

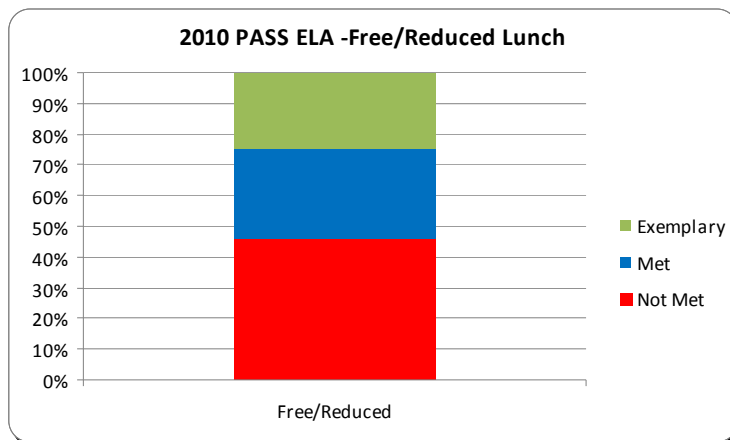
Data by Year



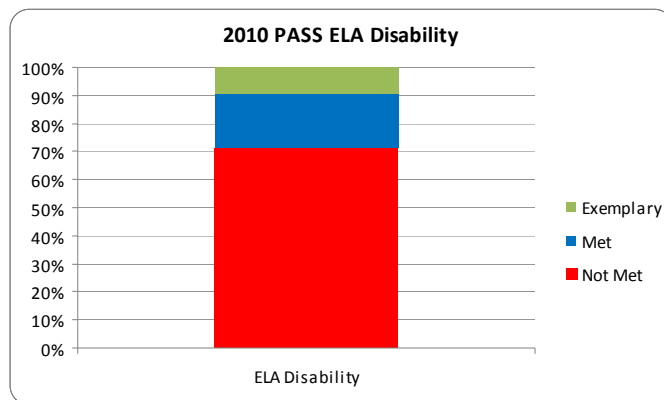
Our PASS data shows a low percentage of our student population does not meet standard on PASS ELA in 2010. As a school this is a strength for us. Making AYP this year was a reason to celebrate. We still are striving to decrease the percent of students not meeting standards each year through our goals and strategies in our action plan, along with our mission and vision for League Academy.



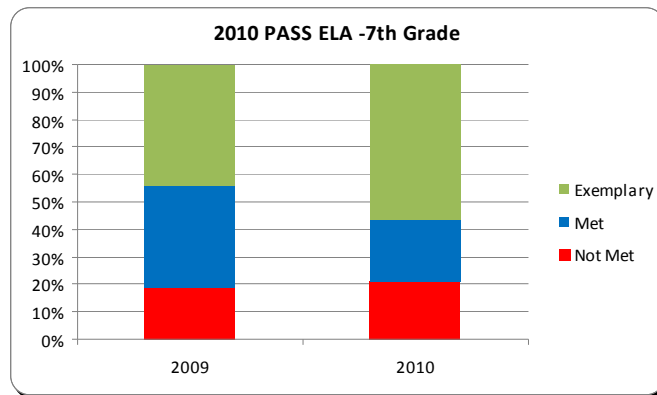
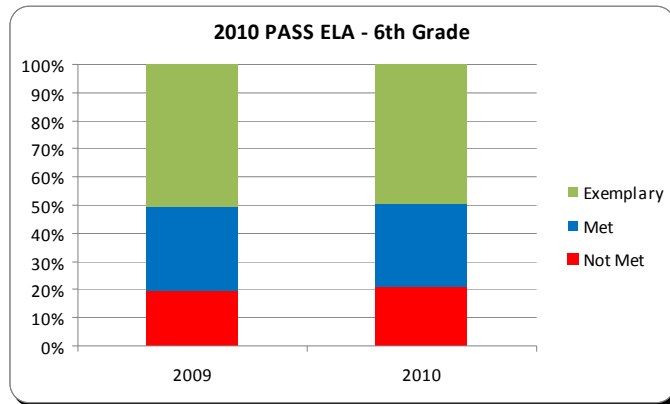
Our African-American student population has the highest number of students not meeting standard. We have increased the number students in the exemplary category for each of our minority groups. This is an area we will continue to focus on and make steps toward improvement.

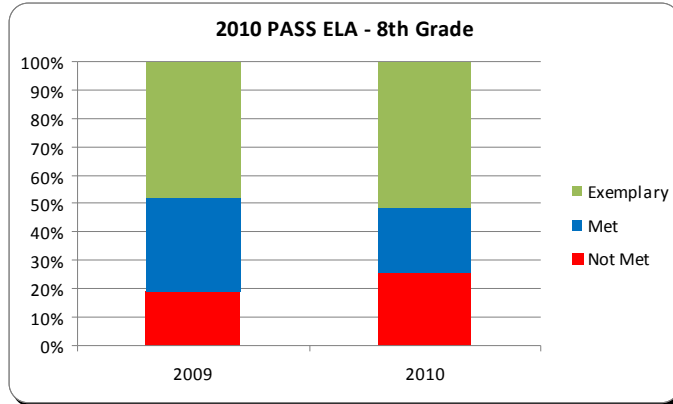


Over 55% of our students in free/reduced lunch category are meeting standard, and 25% are exemplary. Our disabled group shows 70% not meeting standard but this subgroup is improving in met and exemplary categories.

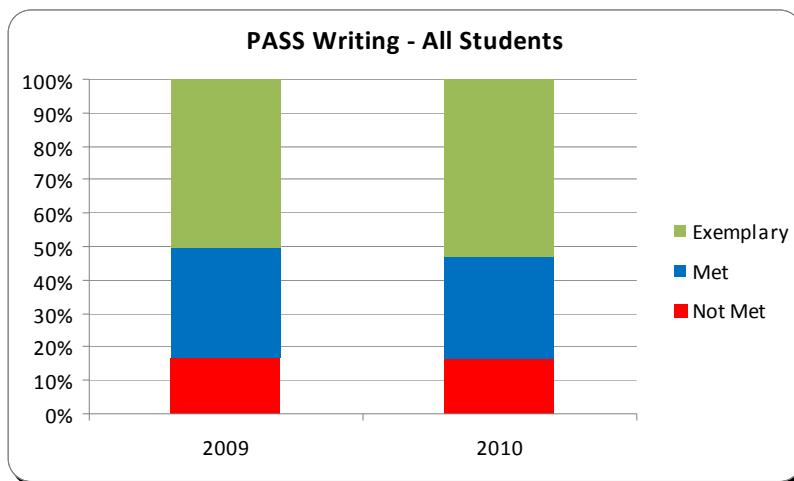


Our The ELA department determined that the performance standards that will be target for improvement are research and vocabulary. The analysis of the research standards indicates the need for our students to understand the steps of the research process and develop high level research questions in all three grades. Using more authentic products/assessments to answer a research question will lead students to a higher level of blooms and eliminate the opportunity to cut and paste research information in a report or paper. Scores for literary texts were higher than informational texts. This indicates the need to use more informational texts to teach the standards and not rely as much on novels. Also, teach students how to read informational texts and teach vocabulary across all content areas. Strength was noted in conventions in writing in grades 6-8.

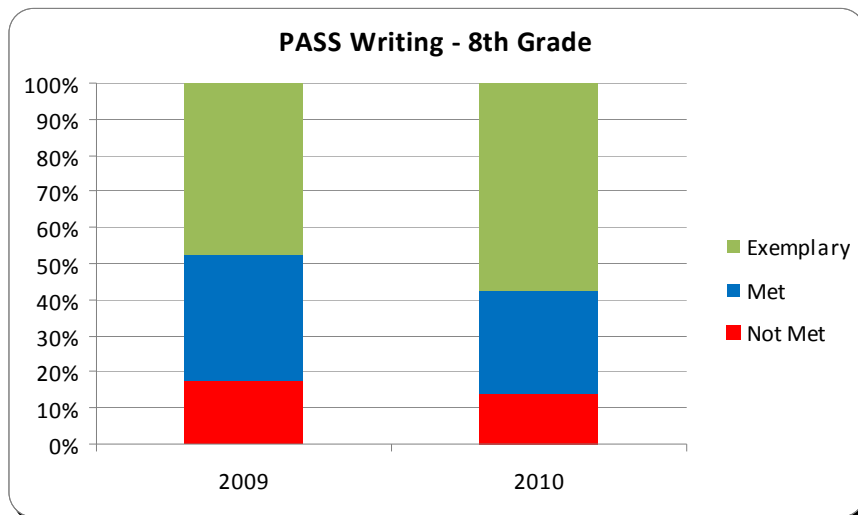
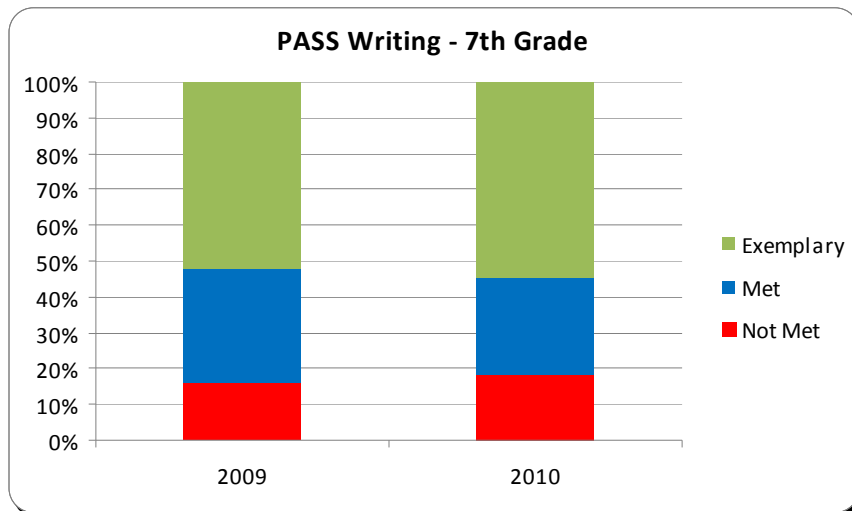
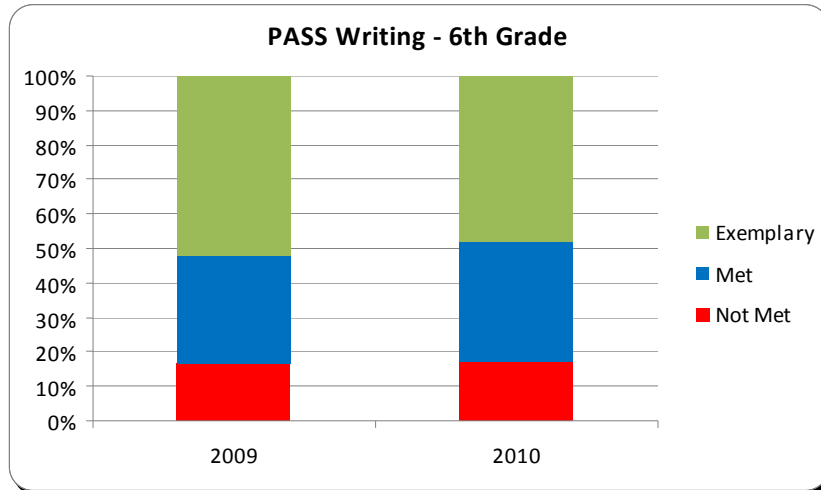




PASS Writing scores indicate a consistency of performance across the grade levels in each category. Less than 20% of our students did not meet standard on the PASS Writing test.



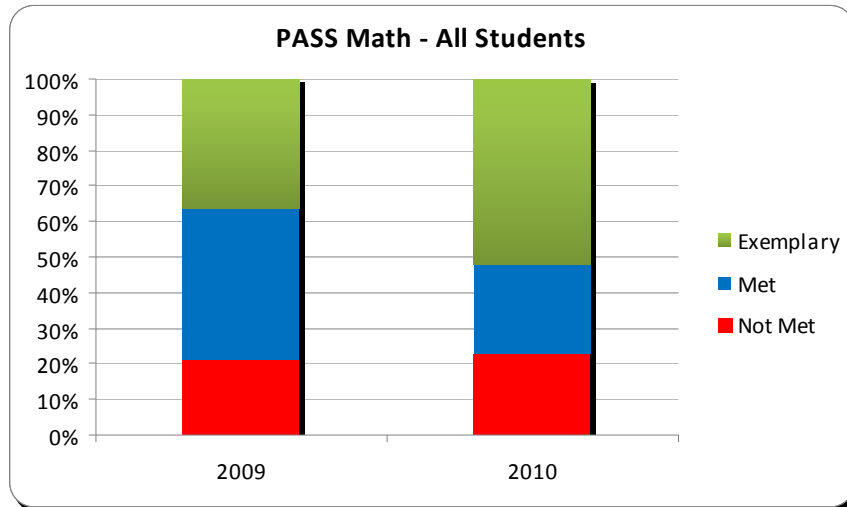
Half of League students in grades 6 and 7 performed at the Exemplary level in writing on PASS and 8th graders scored over 46% at the Exemplary level. Grade 6 had 79% at Met/Exemplary, 7th grade had almost 79%, and 8th grade had over 74% Met/Exemplary. That is something to be proud of!



English I Honors End of Course Test

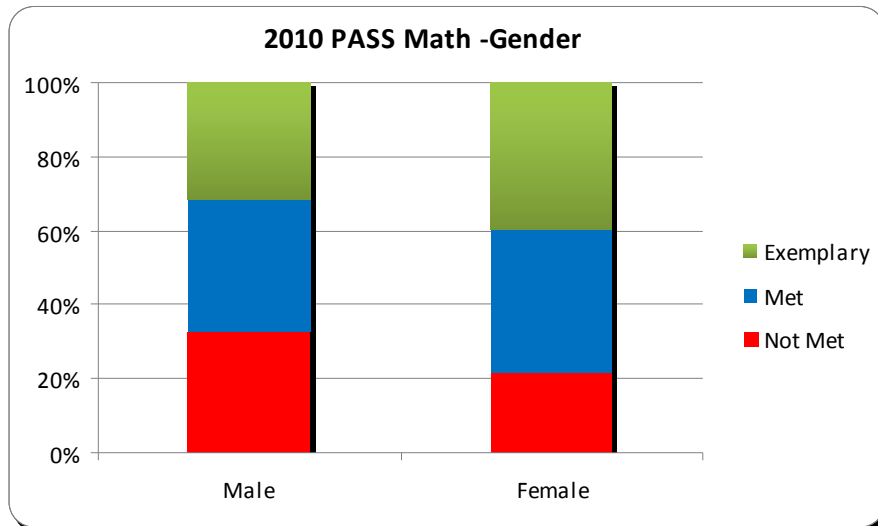
100% of English I Honors and Algebra I students scored above 70% for 2009 and 2010. English I and Algebra I EOC results are strong each year for our middle school students taking high school credit courses.

Mathematics Performance Data by School



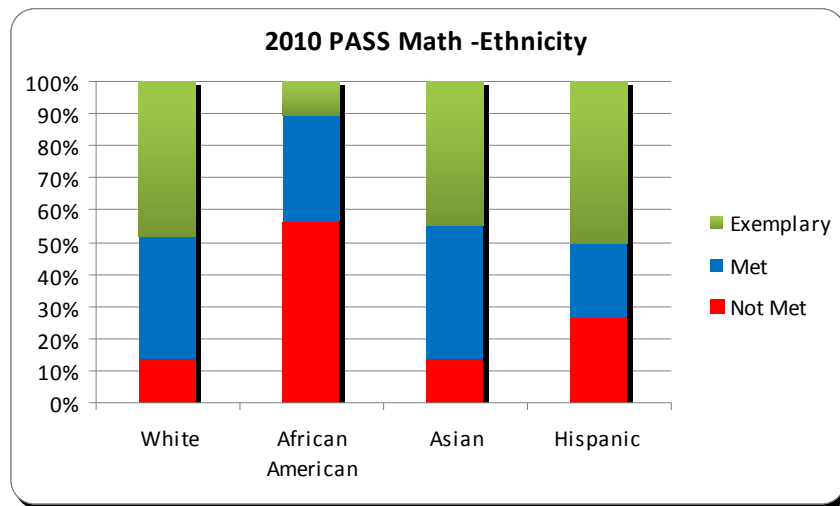
Our students scores increased in the Exemplary category and remained about the same for not met. This means we are moving students out of Met into Exemplary.

PACT Mathematics –Gender



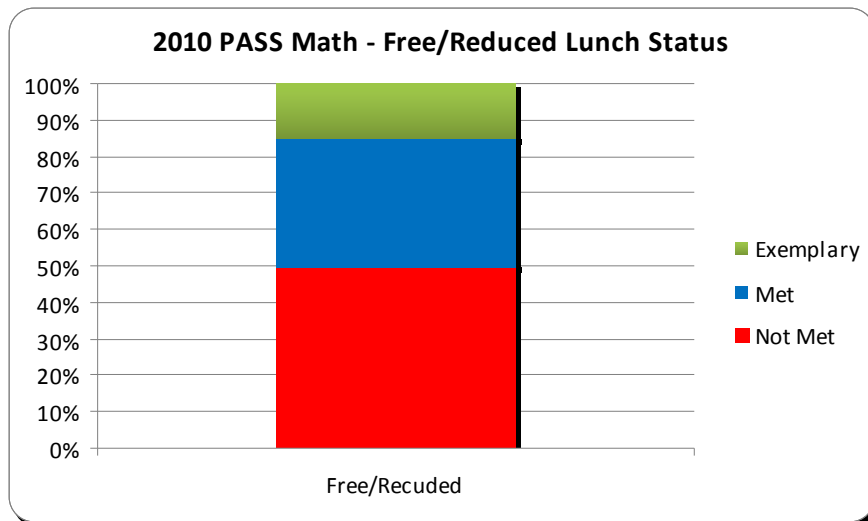
Our girls out perform our boys in mathematics. 20% of our females are not meeting standard as compared to about 30% of our boys. About 60% of our girls are performing at the Exemplary level.

PACT Mathematics – Ethnicity



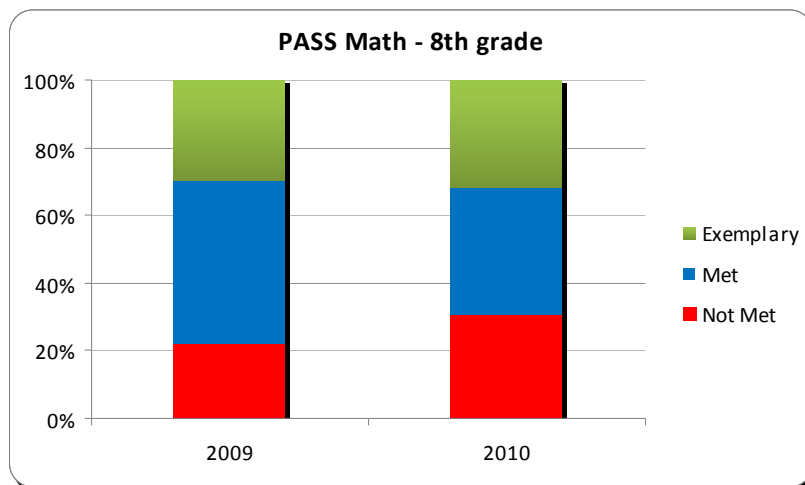
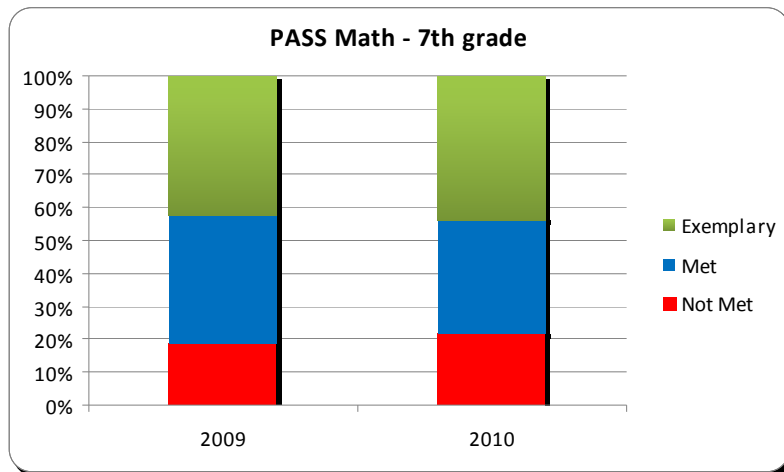
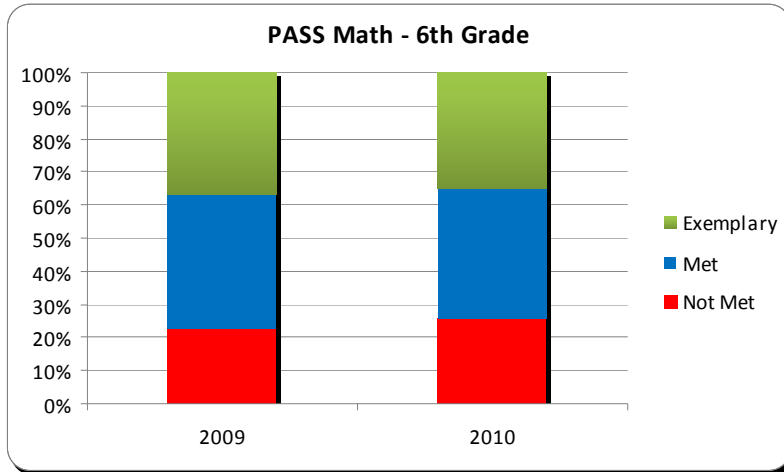
Our African-American students represent the highest number of students not meeting standard at 56%. Our Hispanic students not meeting standard is at 40%. White students not meeting standard are 13.7%.

PACT Mathematics – Free/Reduced Lunch



Almost half of our free/reduced lunch students are not meeting standard in mathematics. 39.5% met standard and 15% are performing at the Exemplary level.

Mathematics Standard Performance Data and Grade



Our sixth grade and seventh grade scores showed little change. Our 8th grade scores showed a slight increase in students not meeting standard, but also showed movement into the Exemplary category.

League's math department has selected several strategies they will focus on for the 2011-2012 school year. Practice daily basic arithmetic skills, math enrichment /remediation daily and Early Bird help sessions each day of the week at 7:30. All math teachers also provide after school help as needed for all students.

League Academy Quality Plan
2008-2013



Our goals to move us toward completion of the picture for high achievement for *all* students in the arts and academics.

ACTION PLAN (2008-09 through 2012-13)

GOAL AREA: STUDENT ACHIEVEMENT: MATHEMATICS

PERFORMANCE GOAL 1: The percentage of students scoring Met and above on the PASS Math test will increase from 74 % in 2010 to 99 % in 2012-13.

OBJECTIVE 1: The percentage of students scoring Met and above on the PASS Math test will increase from 74 % in 2010 to 92 % in 2010-11.

	2008-09 Baseline	2009-10	2010-11	2011-12	2012-13
Projected Performance		88%	92%	96%	99%
Actual Performance	79%	74%			

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation	Monitor (Date)
Daily warm up activities that involve review of current math standards and basic skills (5-10 min maximum)	August 2010	Math Dept. Chair	0	N/A	Lesson plans, and observations	05/2012
Plans will be developed by grade level and implemented to provide structured enrichment/remediation during advisory.	August 2010	Math Dept. Chair	0	N/A	Lesson plans and observations.	05/2012

Math teachers will provide extra help before/after school.	August 2011	Math Dept. Chair	0	N/A	Schedule of help sessions turned in to Admin.	05/2012
Common assessments will be used at all grade levels. Assessments will be aligned to SC Standards and Bloom's Taxonomy.	August 2011	Principal			Lesson plans, gradebooks	05/2012
Math Early Bird Help Sessions provided every morning at 7:30 by a math teacher	August 2010	Principal			Attendance logs	05/2012

GOAL AREA: STUDENT ACHIEVEMENT: ELA READING

PERFORMANCE GOAL 2: The percentage of all students scoring Met and above on the PASS ELA Reading/Research test will increase from 81 % in 2008-2009 to 99 % in 2012-13.

OBJECTIVE 1: The percentage of students scoring Met and above on the PASS ELA Reading/Research test will increase from 77.4 % in 2009-10 to 93% in 2010-11.

	2008 -2009 Baseline	2009-10	2010-11	2011-12	2012-13
Projected Performance		90%	93%	96%	99%
Actual Performance	81%	77.4%			

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation	Monitor
VOCABULARY: Vocabulary study will be implemented through word walls, cross-curricular connections (especially with stems), and a focus on academic vocabulary, especially the vocabulary of the standards. Emphasis will be placed on all	August 2010- 2012	ELA Department Chair	0	N/A	Lesson plans, and observations	May 2012

components of ELA standard 3, specifically using context clues and connotations of words, as well as using Greek and Latin roots.						
Sustained Silent Reading (SSR) program will be implemented school wide during advisory to build vocabulary through reading fluency.	August 2010-2012	ELA Department Chair	0	N/A	ELA Dept. develop resources, training and support for all advisory teachers	May 2012
RESEARCH: Through an analysis of sample research questions, lessons will be developed/selected to better prepare students on the research standards (focus on steps of research process) Emphasis will be placed on teaching students how to formulate research questions. Alternate products for research will be developed (other than a research paper) to synthesize research findings.	August 2010-2011	ELA Department Chair	0	N/A	ELA Dept. develop resources, training and support for all advisory teachers	May 2012
Common ELA Assessments will be	August	ELA Department	0	N/A	ELA Dept. will	May

developed collaboratively by grade level department and results analyzed.	2010-2012	Chair			support this work and look at the results vertically	2012
INFORMATIONAL TEXT: Informational text in the ELA textbook is limited. Students need frequent practice with texts from outside sources. Teachers will use common assessments with cold texts to evaluate skills in reading informational text.	August 2011-2012	ELA Department Chair	0	N/A	ELA Dept. develop resources, training and support for all content teachers	May 2012
Training developed on how to read textbooks and informational texts used in the content areas.	August 2011-2012		0	N/A	Lessons developed for content teachers	Sept. 2011
All assessments will measure SC ELA standards.	August 2011-2012	ELA Department Chair	0		Assessments will be completed with the lesson plans	May 2012

GOAL AREA: STUDENT ACHIEVEMENT: ELA WRITING

PERFORMANCE GOAL 2: The percentage of all students scoring Met and above on the PASS ELA Writing test will increase from 83.2% in 2008-09 to 99% % in 2012-13.

OBJECTIVE 1: The percentage of students scoring Met and above on the PASS ELA Writing test will increase from 83.2% in 2008-09 to 93% in 2010-11.

	2008-09 Baseline	2009-10	2010-11	2011-12	2012-13
Projected Performance		88%	93%	96%	99%
Actual Performance		83.2%	83.5%		

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation	(Date)
WRITING: ELA teachers will implement a common benchmark writing assessment each qtr. These common assessments will be scored and analyzed at ELA department meetings.	August 2010	ELA Department Chair	<u>0</u>	<u>N/A</u>	Benchmarks developed and analyzed.	May 2012

<p>VOCABULARY: Vocabulary study will be implemented through word walls, cross-curricular connections (especially with stems), and a focus on academic vocabulary, especially the vocabulary of the standards. Emphasis will be placed on all components of ELA standard 3, specifically using context clues and connotations of words, as well as using Greek and Latin roots.</p>	<p>August 2010</p>	<p>ELA Department Chair</p>	<p><u>0</u></p>	<p><u>N/A</u></p>	<p>Word Walls evident in classrooms, lesson plans include vocabulary</p>	<p>May 2012</p>
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Professional Development Plan 2011-2012

PROFESSIONAL DEVELOPMENT

League Academy Professional Development Plan for 2011-2012

Goal: To provide staff development to increase student achievement, raise teacher quality, integrate the arts and technology, and improve school climate.

Strategy / Action	Measure	Responsible	Who participates	Resources Needed	Timeline
Plan staff development for 2008-2013 to support the school, district and state professional development requirements:					Date 2011-12
Data Analysis for MAP and PASS through DASH training for all content teachers.	Staff development provided	IC	All professional staff	Training materials	October April
PAS-T staff goal setting for all teachers.	Staff development provided	Principal, IC	All profess staff	PAS-T Notebooks	September
Learning Focus: Student Learning Maps and Assessment Prompts for standards based lesson plans	Training provided, LF units written and evidence collected	Instructional Coach Consultants	All professional staff	Handouts	Continuing throughout the year.

Strategy / Action	Measure	Responsible	Who participates	Resources Needed	Timeline
Plan staff development for 2008-2013 to support the school, district and state professional development requirements:					Date 2011-12
Sustained Silent Reading SSR School Wide – Materials developed for Advisory teachers to provide resources and support for this program	Training provided, teacher/class goals set	Principal, IC	All professional staff	PACT, MAP Reports, APS	August - May
Develop grade level common assessments by standards for ELA, Science and Social Studies, and math along with a collaborative analysis by standard.	Dept. chair/ Admin. Turned in with lesson plans on the staff dirve	Principal, IC	All professional staff	N/A	August -May
Improve advisory concept –Text discussion with Faculty Council - <u>Taking the Lead in Implementing and Improving Advisory</u>	Training provided	Principal, IC	Faculty Council		August -May
Increase use of arts integration to enhance classroom instruction. Increase number of SmartARTS teachers	Staff development provided	Magnet Coordinator	All professional staff		August -May

Strategy / Action	Measure	Responsible	Who participates	Resources Needed	Timeline
Plan staff development for 2008-2013 to support the school, district and state professional development requirements:					Date 2011-12
Increase use of technology to enhance classroom instruction. (Technology used to communicate, develop lesson plans, deliver instruction, enrich, remediate, assess, and analyze student work.)	Staff development provided, increased use of hardware and software and evident in lesson plans.	Technology committee	All professional staff	Laptop carts, projectors, software upgrades.	August -May